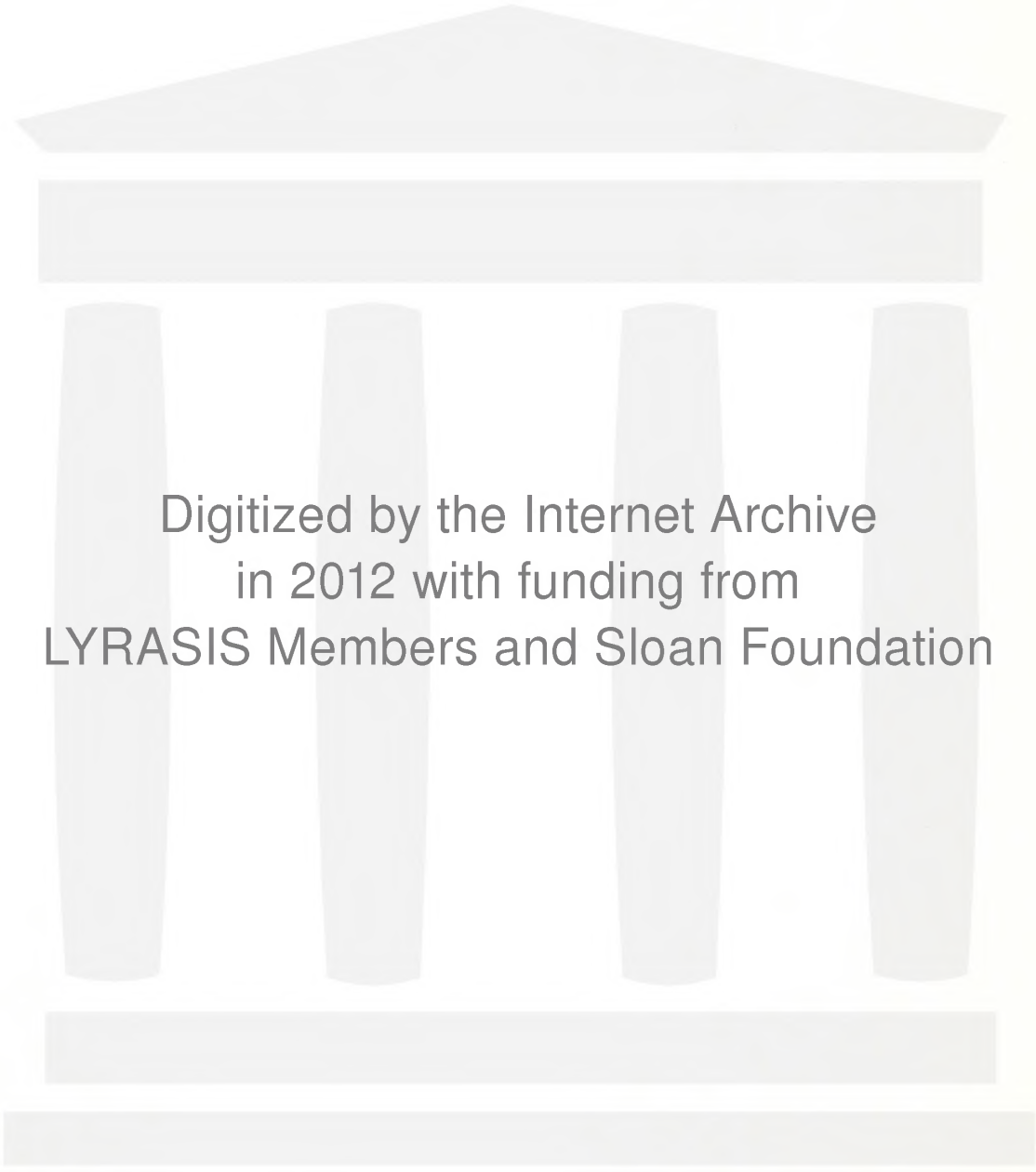
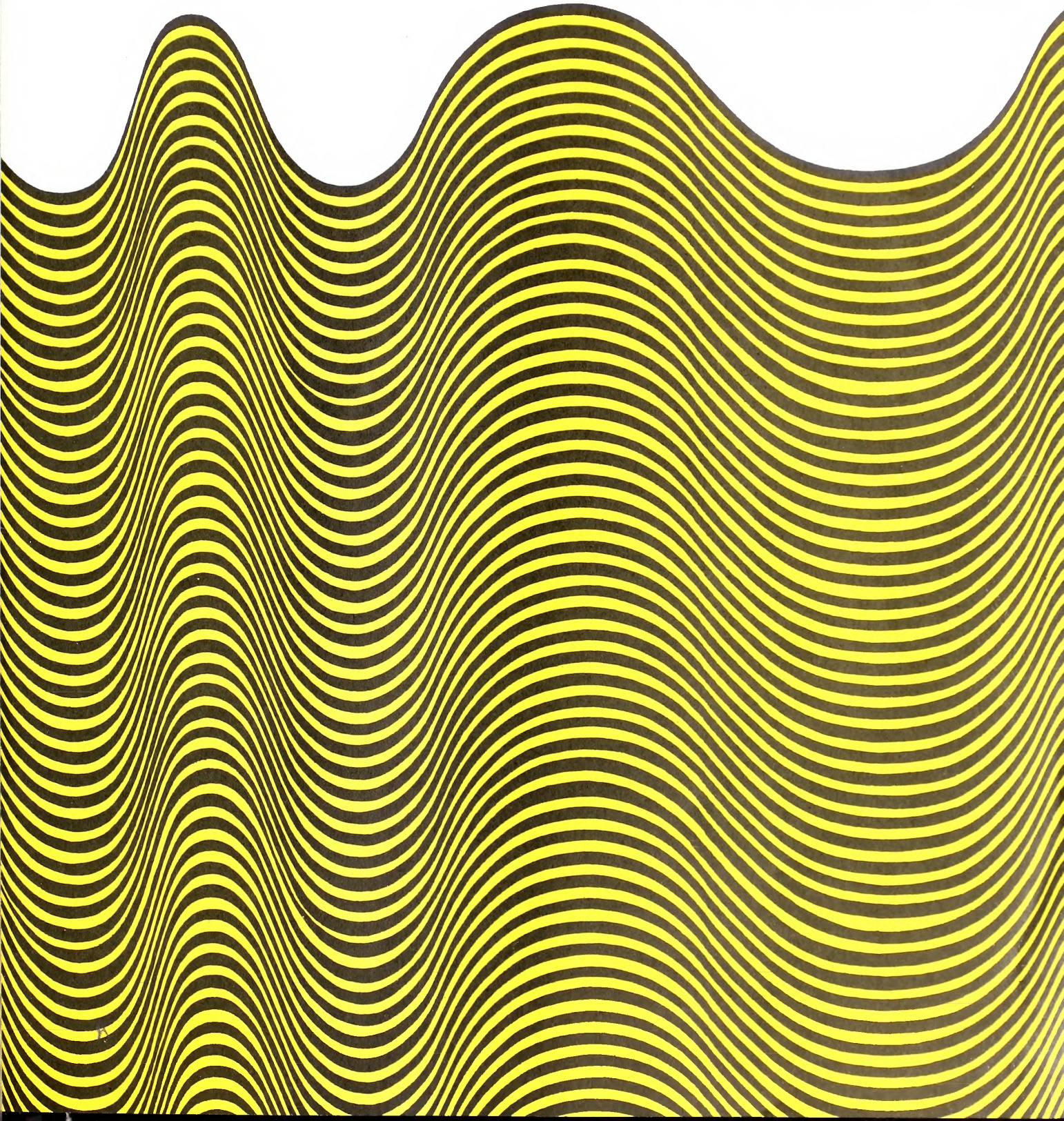


VOLUME 34 / NUMBER 1 / SEPTEMBER 1969

NORTH CAROLINA PUBLIC SCHOOLS



NORTH CAROLINA PUBLIC SCHOOLS

Volume 34 / Number 1 / September 1969

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Official publication issued monthly, except June, July, and August, by the State Department of Public Instruction. Second class postage paid at Raleigh, N.C. Unless otherwise noted, no credit or permission is required for reprinting, with the exception of articles from other publications reprinted herein. Mailing address: **North Carolina Public Schools**, Division of Publications and Public Information, State Department of Public Instruction, Education Building, Raleigh, N. C. 27602.

EDPRESS

From the State Superintendent

As we start this new school year, let's take a closer look at our challenge.

Before the past term closed, we were forcefully reminded that the public schools are a focal point of social tensions and demands for change. As schools prepared to open this September, it appeared that the freedom of the teacher to teach and the learner to learn may be at stake in some communities.

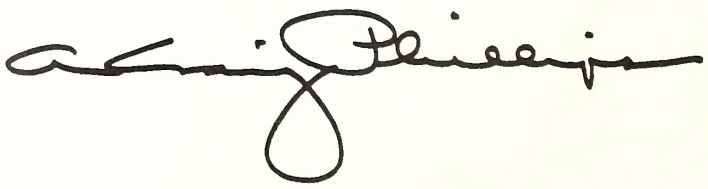
Educational progress was made by the 1969 General Assembly — a beginning for a kindergarten program, relaxed requirements in the selection of textbooks and instructional materials, more freedom in teacher allotments, a salary index, vocational programs for the middle grades, attention to the special needs of the hearing-impaired and emotionally disturbed, and many other improvements. However, adjournment came with many of this State's critical public education issues unanswered.

Legislative action reflected the atmosphere within the State. Taxpayers pointed to financial pressures; business and industrial leaders questioned the relevancy of training programs and urged an assessment of public education's output. At the same time, our political leaders were subjected to pressures created by a society in social ferment and demanding more and more services.

A basic principle of sound business management is the development of an improved product that **justifies increased investments.** Applying this principle to public education, our programs must be relevant to the needs of today. To determine that they are, and to bring about an understanding of what it will take to make them more so, we must invite and **achieve** the involvement of both citizens and students. We must come up with new ways to successfully involve every major segment of the citizenry in the advancement of education. This will require a real team effort on the part of superintendents, principals, central office staff, teachers, and State agency personnel.

During the summer the State agency staff has had small group discussions with all superintendents and secondary school principals where much consideration was given to human relations, program relevancy, and lay involvement in the educational process. We wish there was enough time and money for such face to face discussions with each of the nearly 60,000 professionals in the public schools because we know that, in the final analysis, "it's who's up front that counts." When students and teachers are face to face and the classroom door is closed, only the teacher can determine if the programs, and methods being used to implement them, are truly relevant.

Perhaps the most important team effort ahead is improving relationships among students, teachers, and administrators. We know, too, that our teachers can be counted upon to help develop ways of involving, and thus informing, our citizens.



a blow at highway slaughter: IMPROVED DRIVER EDUCATION

More Americans will be killed or injured on U.S. highways this year than in Vietnam — 56,000 in North Carolina alone. Reducing this senseless slaughter is a national problem. Improved driver education is one solution.

North Carolina has led the nation in the field of driver education and is one of the few states making driver education available to all youngsters under 18. This fall the State moves forward again with the opening of three regional driver training centers to be used to upgrade the training of driver education teachers and driver education programs. The centers are being built and equipped with matching State and Federal funds (Federal Highway Act of 1966) and are administered by the State Department of Public Instruction. Centers opening this fall are located in Yadkin, New Hanover, and Cabarrus Counties.

By the fall of 1970, six regional centers will be opened. (Centers in the Edenton, Garner, and Asheville areas will open next year.) Each center will serve a 15-20 county area, and each will feature a driving range, small control tower, driver training cars and teaching equipment, and a full-time driver training coordinator. During the first year of operation emphasis will be on improved training for driver education teachers and the development of pilot courses in driver education. As the project continues, additional student services will be developed to include classes for adults, handicapped drivers, professional drivers, pedestrians, cyclists, and others.

The driving ranges will vary in size, but all will provide space to practice dual and four-lane driving, parking, passing, and other road maneuvers. Students using the ranges will be in touch with instructors — located in the control tower or on the ground — by radio. Driver training cars will be provided for each center, and, eventually, each will have a driving simulator.

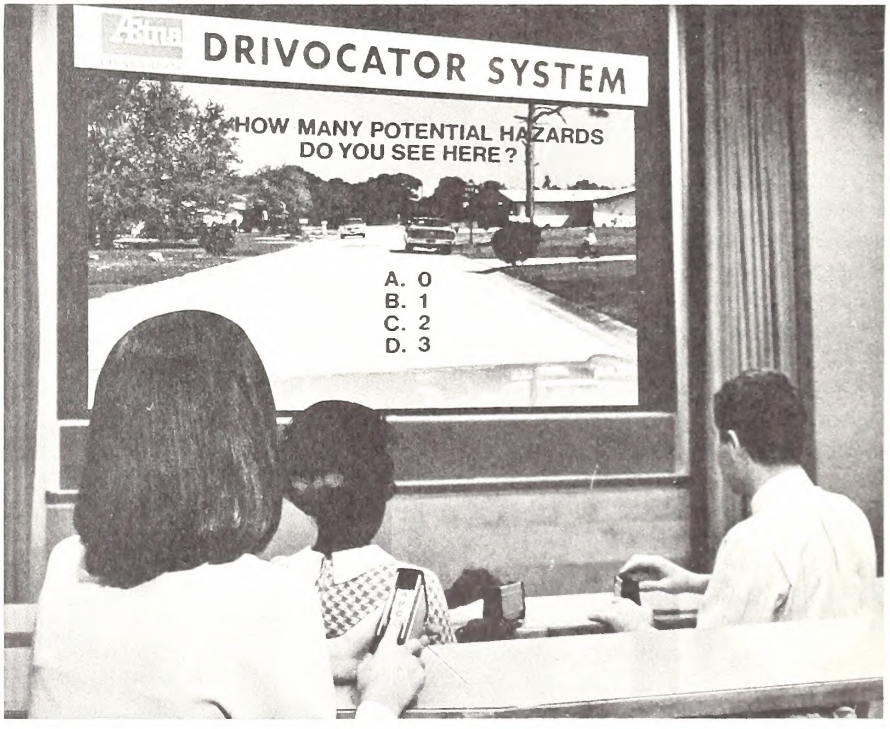
Present driver training courses in North Carolina offer classwork and road training only. Use of the simulators and driving ranges can increase the student's skills before he begins road practice. The centers are planned for year-round use to reduce the long waiting lists of would-be drivers.

According to Larry Phillips, head of the project and associate State supervisor of driver education, training for driver education teachers will be greatly facilitated with use of the new centers. This fall, for the first time, in-service courses for certificate renewal will be offered to North Carolina driver education teachers at the centers. Prior to this time, driver education teachers were required to meet certificate renewal requirements in other areas of the curriculum even if they taught driver education exclusively.

Pre-service courses will also be offered at the centers, including the three-semester hour course qualifying teachers for driver education. (Phillips noted that requirements for teaching driver education in other states are much more stringent: Virginia, 9 hours; Maryland, 18.)

Further developments at the centers, according to Phillips, will include research of driver reactions in situations such as skid recovery, driver reaction time, etc. The centers will also be used for evaluation of driver education programs.

Phillips foresees development of driver education courses that will be longer and more varied than the present 36-hour course. This "ideal" course would incorporate use of the driving range and driving simulator along with the classroom work and road experience. Although such courses would require more time for students (52 hours), these activities would reduce the time needed for actual road experience, which requires a one-to-one teacher-student ratio. This would allow teachers to serve more students.



Driving ranges, simulators, and special audiovisual equipment (pictured) will allow driver education teachers to serve more students.

Public Schools Get Boost From 1969 Legislature

BY CRAIG PHILLIPS. Members of the 1969 General Assembly listened carefully and patiently as we attempted to define the crucial financial needs of our schools. They have provided some of the resources necessary for a fighting chance to develop the kind of education we want for North Carolinians. Our schools need much more; yet we realize the limitations on tax resources at this particular time. Much of the legislation enacted stemmed from recommendations of the State Board of Education and the Governor's Study Commission and will serve as a tonic for the schools.

A textbook bill completely rewrote two articles of the school law and shifts responsibility for the selection of supplementary textbooks and instructional materials to local school boards. Another bill authorized at least a small start toward the eventual establishment of Statewide public kindergartens. One million dollars was appropriated for kindergartens, and the State Board of Education has authorized development of a network of Early Childhood Demonstration Centers — one in each of the eight educational districts. The target date for opening is December.

Other acts approved by the Legislature encourage individualized instruction, allow the State Board of Education and local boards to engage in educational research and special projects, authorize the use of school buses for instructional programs and for the development of transportation programs which will serve handicapped children previously excluded, and allow local school boards to condemn up to 50 acres (instead of the former 30) for school facilities.

Acts were passed directing the State Board to conduct a study on the feasibility of teaching about "the environment and natural resources," to establish programs for hearing-impaired children at preschool and school age levels, to develop vocational education in the middle grades, and to study the feasibility of starting teacher training programs in economics and the free enterprise system and to determine the feasibility of introducing this curriculum into the schools. One act created a commission to study and recommend educational and treatment measures for the State's emotionally disturbed children.

Other legislation provides for a study on the location and development of comprehensive vocational rehabilitation centers; directs that eye safety devices be required for teachers and students in certain programs; and authorizes the Governor to order public buildings (including schools) evacuated, providing penalty for violation of the order.

An act designed to protect the neighborhood school system prohibits, except for specific exceptions, involuntary bussing of pupils outside the school district in which they live. It also prohibits pupil assignment based on race, creed, color, or national origin.

For the first time we have an index salary schedule, making it possible to relate all professional salaries to a base, or beginning, salary. The average increase for teachers will be approximately 20 percent during the biennium. While we have not yet reached the national average, we all are hopeful the increases made possible by legislative action will facilitate recruitment as well as better retention of teachers. The legal status of student teachers was clarified, and they were given the authority to exercise control over the classroom when such responsibility is assigned to them. The allocation of teachers by the State Board of Education was simplified. Over twenty categories were reduced to three (general, vocational, and special education). Local boards now determine the length of the school day — at least six hours, except for handicapped pupils and beginners; in the event of emergencies the superintendent has the authority to suspend school operation, without loss of pay or pupil credit, before six hours has been completed.

Provisions were made whereby two or more adjoining county units and city units within them may voluntarily merge. This action is in line with the trend across the nation for larger school systems in order to provide better facilities and a more varied curriculum through the pooling of resources. However, legislative authority to create three new school administrative units represents a significant departure. The 1967 General Assembly enacted ten local bills, affecting 22 school units, which either merged school units or authorized citizen votes on mergers. The 1969 session created small new school units in Scotland Neck, Warrenton, and the Littleton-Lake Gaston area.

UNDERGROUND NEWSPAPERS

SURFACE

Underground student newspapers are springing up like grass fires in junior and senior high schools across the State. Many of the papers are undoubtedly short-lived fads — an outgrowth of the national trend toward underground publications. A number, however, are serious efforts produced by students who hold viewpoints they consider too outspoken for established student newspapers. These viewpoints, on the whole, are distinctly anti-establishment.

A few of the underground newspapers are good. Many are indifferent efforts, and some are not only poorly written, but obscene. Many carry articles about Vietnam, the draft, drugs, hippies, etc. A few limit their subject matter to the schools: "We've all heard a lot about Vietnam, etc., but in our paper we wanted to write about something really relevant to us now — school," said one underground editor.

Papers that do cover school subjects often choose problems that concern their elders, too — teaching out of field, inadequacy of grading systems, weak student councils, student councils representing a limited portion of the student body, dress codes, and the lack of relevance in many courses.

Aside from the question of quality, all of the underground papers have one plus in common: the students producing them are trying to say things they consider vital. And many of them are doing it with creativity, youthful energy, and humor that can well be praised.

On the whole, however, the underground papers have given rise to more controversy than praise. One of the most heated disputes concerns whether or not they should be distributed on campus. One smart underground crew consulted a lawyer before going to press. They were advised to distribute their efforts on streets adjacent to school property. They also found that selling the paper without a license was illegal — they took donations. Other advice included limitations regarding slander, profanity, and copyright regulations.

Spearheaded by some of the school's brightest students, the aim of their efforts is change. The masthead says the "ultimate goal is to see that necessary changes are made in school life. . .

We are not able to change opinions. We cannot do away with the hate, prejudice, and out-dated conventionalism present in school and society today. We only try to induce some measure of conscious consideration of things as they are."

The following satire, "The Library System" is an anonymous article in a paper that promises to "tell it like it is." The reprint of this article is not intended as a jab at libraries in general, but rather as an average sample of the creativity being mustered for some of these newspapers:

The other day I had just finished eating lunch in the cafeteria and had just taken my tray up to be emptied. Since I was through early, I had several options on how to spend the rest of the period: I could either go outside to the smoking corral (where vice and evil thrive), use the toilet, or go to the library. Feeling exceptionally ambitious and intelligent, I chose the third. I entered the empty library and meekly walked over to the reference section. I was browsing through a fascinating book of Lombroso's theory of crime when suddenly someone whacked me sharply on the hand with a ruler. My heart resounded and my face must have turned sheet white when I saw it was the librarian, Mrs. Boom!

"And just what do you think you are doing here, young man?"

"Oh, I was just reading a book concerning the hypothesis of being able to tell who's a criminal by the look on his face and. . ."

"That is not what I mean," she viciously interrupted. "Where is your pass?"

"Er. . .I just got through eating and thought I would spend the rest of the period in the library reading."

I thought she would break a blood vessel.

"You know that no one is to enter the library without the written permission from one of the teachers during a study hall!"

I decided to take a stand. "B..b..but Mrs. Boom, I don't even have a study hall this year. If I had a report or term paper to write, when. . ." The look on her face cut me short.

"This library stays open until 3:24 P.M. every afternoon (except, of course, on Mondays, Thursdays, and Fridays when we clean up, and once a week for the teachers' meeting)."

"But Mrs. Boom, the bell rings at 3:20, so that gives us only four minutes."

"Any conscientious, hard-working, and patriotic student can get in a few valuable minutes."

"But I figured since hardly anyone was in here now that there wouldn't be any inconvenience if. . ."

"What if the whole school came in here, plucking books from the shelves at random and reading them; now wouldn't that make a fine library," she scoffed sarcastically. "This is my library, and a respectable one at that, and none of you kids are going to tell me how to run it. It's high time you learned your place around here. . ."

I finally sort of backed my way out of the door. Once in the hall I gasped with relief, but I could still hear her shout, "What do you think this library's for, anyway?"

JUNIOR NAVY ROTC: TOUGH BUT REWARDING

Wilmington's John T. Hoggard High School is anything but rigid. Current issues are discussed with candor. The student council considers itself relevant, powerful. Many teachers and administrators are young, involved.

Racial problems have been met face to face: student-faculty and student-student confrontations staged with the planning and help of students. Disturbances have been counteracted with more communication. Dress regulations are liberal: students grow their hair any length they fancy; cleanliness is the only administrative demand.

In the midst of such freedom is a seeming paradox: the military. The school has the only Navy Junior ROTC program in the State. It's demanding. It's disciplined. And Hoggard's 200 cadets are proud of it.

They've a right to be proud. Cadets must maintain good grades, good behavior, and good health. And they do. Sharply pressed blues, straight backs,

high heads, and a polite tilting of white hats sets the cadets apart.

It's discipline, however, that's shaped them into a proud corps. "For many, this is their first taste of discipline — the kind they're bound to find as adults," said Commander J. E. Bryan, NJROTC director. He and the three Naval science instructors, all retired military men, are classic father figures. Their attitude is one of dignity — softened by quick grins — and an unquestioned belief in the rightness of their program.

Hoggard's Navy ROTC program was launched two years ago at the urging of school officials and local leaders. (Many active and retired Navy people live in the area.) The Navy is generous with funding and picks up the tab for half the staff salary, all uniforms, rifles, class aides, equipment, travel expenses, etc.

A three-year elective program, NJROTC begins in the 10th grade. To be eligible a boy must be at least 14, a male citizen, enrolled in and attending school, and physically fit to participate in physical education. Students are dropped from the corps if their academic average goes below a C, if they fail one subject, or if their progress toward a diploma falls behind normal. Completing the three-year program, a cadet can shorten college ROTC by one year. If he enters the Navy after high school graduation, one or two pay grades may be skipped.

Classes carry one credit per year. First-year students study Navy orientation — history, tradition, organization, ships, aircraft, customs, courtesies, etc. NJROTC II covers the basics of science subjects related to a Navy career: oceanography, meteorology, seamanship, piloting, small craft safety, and navigation. The third year (offered at Hoggard this fall for the first time) is a continuation branching into the fundamentals of astronomy, relative motion, celestial navigation, electronics, radar, and sonar.

In addition to class study, cadets meet several times a week for marching practice (known as drills, commands, and ceremonies), which turns the school parking lot into a parade ground. The drill team, a show group of about 25, is at the top of the Hoggard military heap. Making and staying on the team is a matter of pride.

Rank is another symbol much valued by cadets. Based on regular military steps, a Cadet Commander heads the outfit. Under him are the usual contingent of Lt. Commanders, Executive Officers, etc., all the way to squad leaders. "Those who are real go-getters make a great deal of it," said the Commander.

On the distaff side of the Hoggard military outfit are Navy sponsors and the Girls' Drill Team. Serving as a sponsor is an honor, a coveted position. The girls are required to maintain a 3.0 average, and all of last year's sponsors were A students. The duties are mainly honorary. Besides parading with the battalion, they help organize the yearly Navy Ball and appear at the Navy Honors Day program.

The Girls' Drill Team is an unofficial adjunct to Navy activities. It was organized by the Commander for students he felt might not otherwise be included in extracurricular activities. There are no requirements for joining. The Navy instructors devote their own time to working with the girls after school. "It gives girls who might be left out a source of pride and accomplishment," the Commander said.

Besides the concrete advantages, NJROTC offers other, less tangible rewards. Jerry Beaver, New Hanover supervisor of secondary education, says the "real advantages" are the transfer of skills and concepts into the rest of the school program. He named improved behavior and pride in appearance in particular.

RELEVANCY . . . COMMUNICATION . . . INVOLVEMENT. The words came alive at this year's Mars Hill Superintendents Conference (July 22-25). In a radical change of format from years past, North Carolina school superintendents met for a series of round table discussions with students, State agency staff members, and a sprinkling of county commissioners, legislators, and others. The emphasis was on involvement. High school students, members of the Task Force on Student Involvement, were in on discussions of human relations, program relevancy, and legislation and politics. The 10-member student task force, jointly sponsored by the State Planning Task Force and the State Department of Public Instruction, had spent the summer talking with other students across the State in an effort to help solve problems causing student unrest. They held their own in presenting and defining their findings and suggestions in dialogs with the superintendents.

Means of harnessing student creativity in solving school problems were explored in the three-hour discussion meetings. Students said that there are a number of areas where they can and should accept responsibility, and they proposed advisory councils as one way that students can help administrators.

According to Roger Carrick of High Point, head of the student task force, student problems should be handled as they arise. "Many times kids can deal with some problems — if they are allowed to exercise responsibility. And often a problem can be talked away," he said. In many discussions at the conference, students asked that they be told of administrative decisions and the reasoning behind them. "Try to use students in advisory committees, not decision making groups," said DeWitt McCarley, a Greensboro student. "Tell them your decisions, and then let them talk about these things with you," he said.

The student council, they noted, is one power base and point of contact with students. They noted, however that in many schools the student council does not represent the entire student body. Too often the student council is the voice of only the upper middle class student. Precinct elections were discussed as one solution to problems of representation. In such elections the student body would be divided according to geographic areas. Others suggested that administrators appoint "kitchen cabinets" or other advisory bodies apart from established student councils.

The task force representatives' most urgent recommendation was that students be given an opportunity for dialog. Seminar sessions were suggested to allow students from varying backgrounds to get to know one another and bring current problems out into the open. "Often the rumors that grow into student unrest could be controlled if they are discussed openly," they said. Homeroom periods were cited as one time during the day when a heterogeneous grouping of students should be arranged. This would allow mixing of various factions as well as exchange of ideas. It was also suggested that such dialog sessions be held on a regularly scheduled basis and rotated from one course period to another on a two-week or monthly basis.

The students had an answer to the charge that additional responsibilities, dialogs, or student advisory committees might give subversive elements a "chance to take over the schools." Lonnie Merrick of Wilmington said, "You don't think a person is going to tear down a wall he helped build."

Recent court rulings on student rights were discussed by Robert Phay of the Institute of Government of Chapel Hill. He noted that it is a growing concern of the courts that students "do not leave their rights at the schoolhouse door." Control of dress regulations, student press, and search and seizure of students or their property is changing, he noted. "The primary concern of the courts is that student rights are recognized within the limits of the restrictions necessary for the operation of the school." He

They

old It Like It Is !

advised superintendents to institute and publish written regulations on student conduct and procedures for handling disciplinary action and expulsion.

In a discussion of politics and legislation, Phay advised superintendents to prepare a "war plan" to deal with campus disruptions. DeWitt McCarley pleaded that administrators spend as much time on an "involvement plan" to keep unrest from erupting. One superintendent noted that the time for planning is now, not when the trouble occurs.

In discussions of program relevancy, students contended that the "idea wasn't to add new courses, but to revamp the old ones." They felt that the college bound student, with four more years for growing, will find relevancy for himself. "It is the middle student, the disinterested one who is going right to work after graduation, that relevancy should reach toward," they said.

Karen Byrd of Raleigh asked, "How many superintendents have students working with them on what's going into the curriculum?" Some, of course, answered that they did.

"Of course students can't tell you the professional things," said Karen, "but only the student can tell you how he feels and what he wants." The answer to many of the problems voiced at the conference concerning student problems, community involvement, relevancy, etc., seemed to be dialog and more dialog — not only an open attitude toward all factions, but a willingness to go out and find those people who need to speak up.

Superintendents, however, agreed that one important answer to the problem of program relevancy is the need for more "master teachers." They feel that better and additional in-service training programs are needed along with improved teacher education. Many voiced the opinion that the teacher training institutions need to work more closely with the public schools. "Teacher education is hitting the nail on the head," said one superintendent.

They also agreed that in order to find out what is relevant and to whom, teachers and administrators need more time. "We've got to free the teacher to teach," said one administrator. "Do you need a Ph.D. to check hall passes?" asked one student. Paraprofessional and parent help were pointed to as one aid to over-loaded teachers. The ten-month year was another. "We all need more time to work with the teachers," said one superintendent.

In a discussion of integration problems, Preston Hill of the N.C. Good Neighbor Council, contended that black students will often watch their black teachers as a key to reaction. "If the teachers are rejected, the students will feel it. If teachers lack security and feel the system isn't working for them, the students will pick it up," he said. According to Hill, "a lot of hang-ups come from the central office, from the man and his attitude." Superintendents agreed that an open attitude — an open door — was a beginning. It was also suggested that teachers be in on the planning sessions for integration procedures. One superintendent complained, "integration always hits us during the summer, when there's no time to get our teachers together."

"We always come back to this thing about communication," said another superintendent. And, indeed, communication was the most overused word at the four-day meeting. According to Hill, the best public relations come from word of mouth: "Telling it with feeling yourself. . .Letting the staff know what's going on." As one superintendent put it, "I wonder if we haven't been so caught up that we haven't gotten the picture to our teachers as well as our students."

Student problems and opinions, though emphasized, did not dominate the four-day meeting. In a discussion of State agency services (led by Assistant State Superintendent Max Abbott), State Superintendent Craig Phillips explained new plans for State agency organization.

A review of legislation affecting the schools was presented by State Board of Education Controller A. C. Davis during legislation and politics discussions (led by Assistant State Superintendent for Program Services Jerome Melton). Superintendents also discussed how local boards of education, superintendents, and county commissioners can coordinate involvement of the entire community in the schools by working together to obtain the interest and resources of the community. Human relations discussions were led by Bob Strother, special assistant to the State Superintendent, and program relevancy meetings were conducted by Dick Ray, director of the Learning Institute of North Carolina, and members of his staff.

The presence of the students did, however, put a stamp of grass-roots involvement on the conference. As one superintendent said, "I think the important thing is that despite their concerns and criticism, we've found that students want to help. They want relevancy, of course, but they're not against us. They're concerned, but they're positive."

Many superintendents felt it was high time the schools start displaying a positive attitude themselves. "We've got a lot to be proud of," said one. And Dr. Phillips, at the conference's opening banquet," related the moon shot and a myriad of other cultural advances to the public schools. These advances, he noted, are "products of a system of universal education that stutters — falters — stumbles by its own massiveness and limited resources — yet still produces." ■

Kindergarten Sites Selected

Eight sites for Early Childhood Education Demonstration Centers were approved by the State Board of Education at its August meeting. One million dollars was appropriated by the General Assembly to be used in the establishment of public kindergartens in the 1969-71 biennium. The first year of operation will cost $333,000.

One site was chosen in each of the eight educational districts in North Carolina. The selections, based on guidelines adopted by the State Board, were made from 75 project proposals submitted. Small towns, rural areas, and urban areas are represented. Centers will be at Chocowinity School in Beaufort County; Beaufort Elementary School, Carteret County; Jeffreys Grove School, Wake County; Southern Pines Elementary School, Moore County; Saxapahaw Elementary School, Alamance County; Woodhill Elementary School, Gaston County; East Harper Elementary School, Lenoir City Schools; and Sylva Elementary School, Jackson County. These demonstration centers are scheduled to open in December. ■

Enrichment Materials Readied

A team of four North Carolina educators spent a month visiting South America last summer gathering resource materials for the teaching of Hispanic culture. Sponsored by ESEA Title V, the team was led by Mrs. Tora Ladu, State supervisor of foreign languages. The materials collected are being used to develop cultural enrichment kits to be loaned to schools throughout the State. They will contain slides, tapes, and printed materials. The kits can be used for enrichment in the teaching of Spanish, social studies, and humanities courses. Mrs. Ladu is hopeful that the kits will be completed by the end of the academic year.

Other team members were Virgil Miller, associate State supervisor of foreign languages, Jesse Vuncannon, State supervisor of social studies, and Mrs. Lucile Gault, a Spanish teacher at Murphy High School.

The project is a continuation of the work begun two years ago with the preparation and publication of **Teaching for Cross-Cultural Understanding**, a curriculum bulletin. The bulletin and the kits being developed to complement it are aimed at developing more positive attitudes toward and more accurate understanding of foreign peoples through study of various cultures.

Resource units have been developed for the French culture and were based on materials collected by Mrs. Ladu when she visited France last winter under the sponsorship of a Fulbright research grant. These units will be available to schools on a loan basis sometime this fall.

Mount Sterling Saga Ended

The State's last one-room school, a small rock structure in the remote mountain community of Mount Sterling, was closed in May 1967. But the story didn't end there.

Since the only road leading from Mount Sterling into North Carolina was a twisting, dirt impossibility, students were sent to nearby Cocke County, Tennessee, for their education. They were transported on North Carolina buses, and their tuition was paid by the State.

Last spring, however, the 16 students returned to North Carolina schools. The completion of a 22-mile stretch of Interstate 40 put Mount Sterling within half an hour's drive of Waynesville where they are now attending school.

The old one-room school, built in 1930, had 12 students when it closed. School, grades one through eight, was taught by Mrs. Goldie Leatherwood. Students, some barefoot, stoked up a large black coal stove on chilly mornings. Older boys could fish for trout in the big creek behind the building during recess. And at lunchtime, boys sat at one table while Mrs. Leatherwood and the girls occupied another.

Kids Stay After School for Fun

Sixth graders at Moore Elementary School in Greensboro thought staying after school last year was fun! In fact teachers had trouble sending the students home.

The youngsters were enticed to stick around to attend hour-long "experience clinics," an idea dreamed up by Mrs. Andrea Jeffers, director of psychological services for Greensboro Public Schools.

"The idea," she said, "was to show them what education is all about – the things that grow out of attending class and learning. We wanted them to get excited about learning and to experience things they might miss."

Helping with the "experiences" were volunteer teams of A & T University students who took the children to art galleries and greenhouses; taught them to swim (at the A & T pool), to dance, and to work with clay; and helped them with writing letters, setting tables, and a variety of other activities. One afternoon the students went to see "Sound of Music," and at the next meeting of the group they related the movie to their own lives.

The clinics were held twice a week from January to May. Each month was devoted to a different aspect of experience such as art, music, personal and social awareness, physical education, and elementary science. Ideas for activities came from all sides: teachers, volunteers, and Mrs. Jeffers. The structure was flexible enough to allow last minute changes and suggestions.

There were no funds allotted for the project, and Mrs. Jeffers feels that "experience" clinics for more than one class of children would require some funding for materials and field trips.

Twenty-seven of the State's public school systems have had superintendent changes since last year. Three new units were created by the 1969 General Assembly and three units have merged as a result of legislation making a total of 155 public school systems in North Carolina.

Newly created units are Scotland Neck (Halifax County) and Warrenton and Littleton-Lake Gaston (Warren County). Glen Alpine and Morganton City units have merged with Burke County, Murphy and Andrews have merged with Cherokee County, and Marion has merged with McDowell County. In addition, voters in the Wilson, Elm City, and the Wilson County units will vote on merger in November.

Eleven of the new superintendents were either associate or assistant superintendents. Eight former Tar Heel Principals stepped up, and seven of the new superintendents changed position from one unit to another.

In the list below, the name of the system's new superintendent and his previous position are given first, followed by the name and present position of the former superintendent.

BEAUFORT: Gray Hodges, assistant superintendent, Beaufort; replaced Wesley F. Veasey, retired.

BLADEN: W. J. Hair, associate superintendent, Bladen; replaced D. M. Calhoun, retired.

BRUNSWICK: Ralph C. King, associate superintendent, Brunswick; replaced George F. Williams, now superintendent, Orange County Schools.

BUNCOMBE: Fred H. Martin, associate superintendent, Buncombe; replaced T. C. Roberson, retired.

BURKE: Charles Weaver, superintendent, Elizabeth City-Pasquotank Schools, heads merged units of Burke County, Glen Alpine City, and Morganton City; replaced John L. Johnson, former superintendent of Burke, and Earl C. Whitener, former superintendent of Glen Alpine, now assistant superintendents of the merged unit, and Robert A. Nelson, former superintendent of Morganton, now administrative assistant.

CONCORD (Cabarrus County): William M. Irvin, director of instruction, Concord; replaced W. W. Hartsell, now supervisor of Special Services, Kannapolis City Schools.

CHEROKEE: John Jordan, superintendent, Murphy City Schools, heads merged units of Cherokee County, Murphy City, and Andrews City; replaced L. W. Hendrix, former superintendent of Cherokee, now retired, and C. Landrum Wilson, former superintendent of Andrews, now superintendent, Yancy County Schools.

GRAHAM: Modeal Walsh, principal of Robbinsville High (Graham); replaced Kenneth S. Barker, now assistant superintendent, Transylvania County Schools.

GREENE: George S. Taylor, principal of Greene Central High; replaced Robert E. Strother, now special assistant in human relations to the State Superintendent.

GREENSBORO (Guilford County): W. J. House, associate superintendent, Greensboro; replaced P. J. Weaver, who died in March.

SCOTLAND NECK (Halifax County): Franklin Boyd Bailey, principal of Windsor School (Bertie County); heads new unit created by 1969 General Assembly.

WELDON (Halifax): Marion L. Fisher, general supervisor, Weldon; replaced B. P. Hammack, now superintendent, Elizabeth City-Pasquotank Schools.

HAYWOOD: William Thomas Bird, superintendent, Richmond County Schools; replaced W. C. Pressley, now administrative assistant, Eden City Schools (Rockingham County).

HYDE: Richard O. Singletary, principal of LaGrange School (Lenoir County); replaced Allen D. Bucklew, now superintendent, Tucker County, West Virginia.

JONES: Joseph S. Collins, principal of Apex School (Wake County); replaced John E. Rooks, now principal of Millbrook School (Wake County).

SANFORD (Lee County): Kenneth H. Brison, assistant superintendent, Sanford; replaced J. F. Hockaday, now president of Carolina Technical Institute, Sanford.

KINSTON (Lenoir County): Thomas Beach, assistant superintendent, Kinston; replaced R. Max Abbott, now assistant State superintendent for special services, State Department of Public Instruction.

McDOWELL: C. R. Dale, superintendent, Marion City Schools, heads merged units of McDowell County and Marion City; replaced James E. Johnson, now associate superintendent of the merged unit.

ORANGE: George F. Williams, superintendent, Brunswick County; replaced G. P. Carr, retired.

ELIZABETH CITY-PASQUOTANK: B. Paul Hammack, superintendent, Weldon City Schools (Halifax County); replaced Charles Weaver, now superintendent, Burke County Schools.

RANDOLPH: John Robert Lawrence, principal of Jamestown Junior High (Guilford County); replaced Lacy M. Presnell, Jr., now educational consultant, Division of School Planning, State Department of Public Instruction.

RICHMOND: Irie Leonard, assistant superintendent, Gaston County Schools; replaced William Thomas Bird, now superintendent of Haywood County Schools.

LAURINBURG-SCOTLAND: Kenneth R. Newbold, assistant superintendent, Greensboro City Schools (Guilford County); replaced A. B. Gibson, retired.

STOKES: William E. Terry, associate superintendent, Sampson County Schools; replaced R. M. Green, retired.

TRANSYLVANIA: Harry C. Corbin, principal of Brevard High (Transylvania); replaced R. E. Robinson, now associate professor of education, Appalachian State University.

TYRRELL: David Davis, supervisor, Tyrrell; replaced M. L. Basnight, retired.

LITTLETON-LAKE GASTON (Warren County): Russell N. Manning, principal of South Granville High School; heads new unit created by 1969 General Assembly.

WARRENTON (Warren County): Fred Bartholomew, principal of John Graham High (Warren County); heads new unit created by 1969 General Assembly.

WATAUGA: Swanson Richards, associate superintendent, Surry County; replaced W. Guy Angell, now administrator of Blowing Rock Hospital and Extended Care Center.

YANCEY: Landrum Wilson, superintendent of Andrews City Schools (Cherokee County); replaced Hubert D. Justice, resigned.

New State Department of Public Instruction Staff

The third of five newly created assistant State superintendent posts has been filled. Dr. R. Max Abbott, superintendent of Kinston City Schools for the past four years, began his duties in July. A native of Swain County, he received his A.B., M.Ed., and Ed. D. degrees from UNC-Chapel Hill. He served for two years in executive secretary of the North Carolina State School Boards Association. Previously, he taught and was a principal in Winston-Salem. As the assistant State superintendent for special services, his prime responsibility will be planning, developing, and administering regional services of the Department of Public Instruction. His immediate concerns will include studying regional programs in other States and means of decentralizing services; surveying for specific services needed throughout the State; developing, with professional and lay persons, definite plans for regional services from the State education agency.

Reorganizational plans for the Department of Public Instruction abolish the former post of associate State superintendent and look toward an executive cabinet of assistant State superintendents with specific responsibilities in different fields. Dr. Jerome Melton, the first assistant State superintendent named, is head of program services, and Dr. H. T. Conner, who joined the staff in March, is assistant State superintendent for planning and research. Assistant State superintendents for administrative services and vocational rehabilitation are to be named.

Two associate directors, Harold Webb and Eugene Causby, have been assigned to work with Robert E. Strother, special assistant in human relations, in rendering technical assistance to local school systems in civil rights compliance and desegregation problems. Webb previously served the Department as assistant coordinator for State administration of the National Defense Education Act. He was a principal in Hillsborough before he joined the State education agency in 1962 as a science supervisor. He holds B.S. and M.S. degrees from A & T Univeristy in Greensboro.

Causby resigned his position as administrative assistant for the Goldsboro City Schools to accept the State post. Causby went to Goldsboro in 1960 as coach and athletic director and later served as junior high principal. He attended Catawba College and received his master's degree at East Carolina University where he also has done additional graduate work. Webb and Causby join Strother in a new operation, supported by a Federal grant, which will coordinate the resources of the State education agency to assist local leadership with civil rights compliance.

James W. Carruth has returned to North Carolina as director of education media for the Department to spearhead efforts to expand and improve the use of instructional media throughout the State. Carruth was director of audiovisual education in the Fayetteville City Schools for 10 years before he left the State to head media services for the Fairfax, Va., school system. He has had experience in the commercial educational media field and for over two years taught and developed courses in audiovisual education at East Carolina University. He holds the M.A. degree in education from East Carolina University and has done additional graduate work at Duke University and UNC-Chapel Hill.

World Cultures and Gaming Slated for ITV This Year

A new ITV (instructional television) series, Contemporary World Cultures, will be aired this year. The program replaces ITV World History, discontinued during 1968-69.

The series has been developed and will be taught by Betty Bullard, formerly a social studies teacher at Lee Edwards High School, Asheville. It is designed to assist teachers with the transition from tenth grade world history to contemporary world cultures.

The eleven-unit course will depart from conventional chronological history and emphasize cultural structure. The seven units to be televised deal with Asia and Africa. The programming is planned as a supplemental aid to the classroom teacher and can also be used, according to Miss Bullard, for enrichment in world literature, world history, or world geography courses. Teacher aids include course outlines, in-service programs, and an annotated bibliography.

Simulation gaming, a relatively new teaching technique, was tested on ITV last spring. Funded under ESEA Title V, the gaming experiment was aired on the UNCET network in conjunction with U.S. History ITV. Mary Vann Wilkins, ITV teacher, was in charge.

Called "Dangerous Parallels," the game was a simulation of a world crisis enacted by students in the studio and in participating classrooms. The game was developed by the Foreign Policy Association, a nonprofit organization whose functions are the development and dissemination of foreign policy materials.

Students visiting the television studio played the roles of statesmen from various countries, while the in-school audience was asked to act as the policy making body of the country most like the United States. Participating classes submitted a weekly ballot or consensus to their team. The game included simulated conferences, summit meetings, and press announcements by the various teams. Teachers were prepared with in-service programs, and students were supplied with a foreign policy information kit.

Evaluation, under the direction of Miss Wilkins and a State Department of Public Instruction advisory committee, showed favorable attitudes toward the new technique. Complete data is being sent to participating schools.

Miss Wilkins plans to use additional games with the U.S. history course this year.

Further information about ITV programs may be obtained from Mrs. Reta P. Richardson, State Supervisor, Television Education, State Department of Public Instruction, Raleigh.

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Junior Historians Receive Awards

The Conquerors of Carolinian History Club, whose members are seventh graders at LeRoy Martin Junior High School in Raleigh, received this year's "special achievement" award in the Tar Heel Junior Historian contest sponsored by the N.C. Department of Archives and History. Their entry was titled "Justice for Chief Justice Thomas Ruffin." Clubs previously receiving first place recognition in the literary or arts categories for two years and at least honorable mention for one year are eligible to compete for the achievement trophy. The contest is sponsored by the N.C. Department of Archives and History through its affiliates the Tar Heel Junior Historian Association and the N.C. Literary and Historical Association.

First place award winners in the 1969 competition were **Individual Literary:** Robin Phillips, Corriher-Lipe School, Landis, whose entry was entitled "Zion-Parnassus: Cradle of the University of North Carolina"; **Group Literary:** Joint winners – Reeds School, Lexington, a history of Reeds, and Whiteville Elementary, Whiteville, a history of "Mille-Christine," nineteenth century Siamese twins from that area; **Arts:** Albemarle Junior High School, Albemarle, a relief map of North Carolina with models by Steve Crowell.

Honorable mention winners were **Special Achievement:** LeRoy Martin Junior High, Raleigh, a study of the Raleigh City Cemetery; and Silk Hope School, Siler City, a history of the Siler City Post Office; **Arts:** Reeds School Lexington, a log cabin by Ricky D. Leonard; Whiteville Elementary School, Whiteville, a model of the Fayetteville Market Place by Elizabeth Parks; **Individual Literary:** Katherine Rodenbough, Madison-Mayodan School, a history of early business in Madison.

The award winning entries are on display in the Tar Heel Junior Historian Gallery of the N.C. Museum of History.

Pictured above is the 10" clay sculpture accompanying the first place winner in the Group Literary category of the Tar Heel Junior Historian contest entered by the Columbus Junior Historian Club, Whiteville Elementary School. Under the leadership of Mrs. Beulah Martin, North Carolina history teacher, the club researched Columbus County's famous Siamese twins, Mille-Christine. Their entry was a scrapbook of all available data on the twins. A historic marker near Barefoot Curve on Highway 74-76 marks the spot where the twins were born in 1851. The twins were buried in Columbus County five miles from the spot where they were born.

North Carolina Student Is First in Bricklaying

"It only goes to show what is second in North Carolina is still first in the nation," said Governor Bob Scott. And Wavely Brinkley of Hawkins High School in Warrenton proved the point. Brinkley was runner-up in the State bricklaying contest last spring and he later took first place honors at the National Leadership Conference of the Vocational Industrial Clubs of America. He received his training under W. E. Exum.

Brinkley entered the national contest after North Carolina's top winner, Dennis Reaves of Dudley High School in Greensboro, was unable to attend. After winning the national contest, Brinkley was presented a trophy by the Governor at ceremonies held in Raleigh. Accompanying Brinkley to the award presentation was his employer, Richard Robertson, a Burlington masonry contractor.

Robertson noted that in North Carolina apprentice bricklayers make from $4.50 to $4.75 an hour and that journeymen brick masons make from $7 to $8 an hour. Robertson employs several high school brick masons on commercial structures he is building.

Other North Carolina students receiving top honors at the national contest were Gail Mize of Cary High School, first place in job interview; Gary Moss of A. L. Brown High School in Kannapolis, third place in public speaking; and Charles Brunson of Shallotte High School, third place in welding.

State Has National DECA Officer

Sharon Davis, a student at Seventy First High School, Fayetteville, was elected Secretary-Treasurer of the Distributive Education Clubs of America (DECA) at the National Leadership Conference held in Atlantic City, N.J. She also holds the office of Secretary-Treasurer for the North Carolina chapter. DECA is a professional youth organization for students enrolled in distributive education. North Carolina's 1969 membership, 19,907, is the nation's second highest.

Myers Park Scores Again

Myers Park High School, Charlotte, is one of ten secondary schools in the country that was cited for their "outstanding programs in physics for 1968-69" by the American Association of Physics Teachers (AAPT). The Myers Park program also received the honor in 1964.

In charge of both programs cited by the AAPT was Charles S. Fulcher, a former physicist with the U.S. Naval Research Laboratory. According to John F. Smith, director of science and mathematics for the Charlotte-Mecklenburg Schools, Fulcher has special talent for stimulating his students to think creatively.

Myers Park was selected along with Wayne County High School in Jesup, Ga., from a region including Florida, Georgia, North Carolina, South Carolina, Virginia, and West Virginia.

King Picked for Sanford Award

Stacy King, principal of the newly opened Eastern Wayne High School (Wayne County), was 1969 winner of the Terry Sanford award for creative teaching. He was recognized for administrative leadership in working with faculty and students to implement new ideas in instruction: a student-centered school, curriculum innovations in the language arts and social studies, and the development of independent study and individualized instruction. King has been an educator for 16 years, 6 at New Hope School (Wayne County) where he served as principal until last year.

A native Tar Heel, King attended Campbell College, received his B.A. degree from Atlantic Christian College and his master's degree from East Carolina University. His father, J. W. King of Belfast, is a former principal, and his late mother was a teacher. King is married to the former Mary Louise Powell, who was a teacher at Fair Bluff.

King began his teaching career at Seaboard in Northampton County. After two years of active duty in the Navy Reserve, he was a teacher-coach at Brogden High School for three years. He served in the same capacity at Maury School in Greene County for one year. Later King became dean of students at Charles B. Aycock High School in Pikeville.

Mrs. Helen R. Culp and Mrs. Ylia P. Walsh, professors at Gaston College, Gastonia, were joint honorable mention winners. They were cited for efforts in the field of team teaching.

The award was established from funds donated by members of the teaching profession for Governor Terry Sanford in recognition of his contributions to education. The former Governor requested that the funds be awarded to persons in the education field who contributed outstanding innovative ideas. The program is administered by the North Carolina Education Association and the North Carolina Teachers Association in cooperation with the Learning Institute of North Carolina. Judges are selected from the teaching profession. The winner receives a plaque and a $400 cash prize. The honorable mention winner receives a citation and $100.

Mrs. P. J. Weaver, wife of the late superintendent of Greensboro Public Schools received a special posthumous award on behalf of her husband. The honorary award was given for dedication to the problems of public education in Greensboro and in North Carolina. Weaver served as assistant superintendent in Greensboro from 1951 to 1958 and was superintendent from 1958 until his death in March 1969.

The awards were presented at ceremonies held at Quail Roost Conference Center, Rougemont, by State Superintendent Craig Phillips.

Statewide Youth Council Established

North Carolina's high school students demanded, and were granted by the 1969 General Assembly, an opportunity to develop leadership, learn about government, and plan and participate in community service projects. The vehicle for this chance was a bill establishing the Youth Council of North Carolina — an act for which many educators, students, and legislators went to bat.

The idea for a Statewide youth council began in 1966 with the incorporation of several local councils: Asheville, Fayetteville, Greensboro, High Point, Raleigh, and Wilmington. Each of these councils was organized by local government to serve as a junior city council to advise the adult government on the matters relating to youth. But youth council members didn't stop there — each council sponsored many civic projects (over a hundred) ranging from after-school employment operations to traffic safety programs and social activities called "Be-Ins" that were designed to get students from varying backgrounds aquainted. The councils were so successful that plans were made to expand them into a Statewide organization.

With the aid of a Smith Richardson Foundation grant and under the direction of an adult project director, the organization decided to take as its 1969-70 major project the establishment of a youth council under the State government. Developing a master plan, writing a bill, and selling it to the General Assembly acquainted many youth council members with government at the State level.

Under the new act, councils will be created at both local and State levels. The State youth council will be composed of youth elected on a representative basis from local councils. Local councils will be organized to cooperate with one or more units of local government or community agencies. They will be composed of students enrolled in public and nonpublic high schools (grades 10, 11, and 12) and other youth between the ages of 16 and 18 living within a council district. Providing leadership at the State level will be an advisory board appointed by the Governor.

The new organization, the Youth Council of North Carolina, will be dedicated to promoting activities to contribute to the local community, the State, and youth. The objective of the council is to encourage as many students as possible to become involved in council activities. They will have an opportunity to take part in local government — boards of education and human relations commissions, for example. Council members will attempt to encourage interest and participation by youth in civic affairs — projects for city beautification, employment services, tutorial programs, etc. The councils will also participate in various programs designed to develop leadership and citizenship among youth as well as work with existing programs in order to prevent duplication of services.

Among those advocating creation of the Statewide council was State Superintendent Craig Phillips who said that the council's leadership might help with the solution of problems of school drop-outs and social change. "This holds much promise in trying to solve the problems of youth," he said.

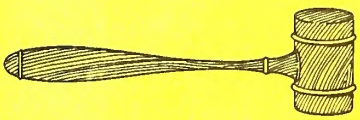
Students grade themselves

How many teachers consider giving students in their classes the freedom and responsibility of grading themselves? The results were gratifying for Mrs. Claudette Brownley, a mathematics teacher at Rockingham High School, Rockingham.

Mrs. Brownley's experiment began with her concern over the low grades in one of her three eleventh-grade Algebra II-Trigonometry classes. She hit on the idea of letting the students grade themselves. No grades were recorded by the teacher, and students kept all their work in a folder at the back of the room. When grades were due, all papers were returned to the students, and they determined their own grades on the basis of the papers and evaluation of their understanding of the material covered.

Standardized tests were given on the material covered during the experiment. The standardized test percentile for the experimental class was 11 points higher than that of one control class and 8 points higher than the percentile of the other. The experimental class percentile on previous standardized mathematics tests had been between 12 and 38 points below those of the other two classes.

The average IQ of the experimental class was 106 while those of the other two classes were 118 and 114. Could it be that some students will learn more if they are given the independence to pursue their studies without the stress and strain associated with the usual grading system? Mrs. Brownley thinks so.



attorney general rules

Excerpts of rulings from the State Attorney General's office are presented here as an information service. Complete copies of the rulings may be obtained by writing Division of Publications and Public Information, State Department of Public Instruction, Education Building, Raleigh 27602.

Public Schools; Regulatory Power of School Board; Authority to Prohibit Student from Participation in Athletics Because of Marriage of Student, June 13, 1969 . . . .

"The question is presented as to whether a school board, superintendent or proper administrative officials may bar or prohibit a student from participation in athletics or in athletic competition because the student has married. It is assumed that the student was regularly enrolled in a public school, and while having the status of such a pupil he married . . . .

"Pupils in public schools may not be prohibited from entering into the marriage relationship, nor may such pupils be refused admission or expelled or excluded from public schools. A pupil who marries still has a right to receive a public education if otherwise eligible. School authorities, however, do not look with much favor upon juvenile marriages of their pupils. It has been found that on the whole, and as a general rule, marriages more often result in dropouts and the statistics show that the rate of dropouts is much greater among the married pupils than it is among the regular single pupils. The public schools also find that leaders in athletics and other extra curricular activities tend to occupy a 'hero' status among their fellow students, and this leads to the fact that other pupils tend to emulate their conduct. School boards and administrative officials, therefore, in general, have found it wise to prohibit students who marry from participating in extra curricular activities, and this includes all types of such activities, including athletics. It has been found by educators that the juvenile marriage is better preserved if the student devotes his extra time to family affairs rather than to school activities.

"It has, therefore, been held by several courts that a board of education or high administrative officers of the public schools may provide and enforce a regulation that married students or previously married students be restricted wholly to classroom work and that they be barred from participating in athletics or other exhibitions and not be permitted to hold class offices or other positions of honor except academic honors . . . In Utah a married high school senior who was a member of the Wrestling Team and who expected to be a baseball member was excluded from athletic activities, and this was held to be proper . . . The Michigan courts upheld a regulation excluding married students from various extra curricular activities. Many other opinions can be cited but by the great weight of legal authority school boards and administrative officials may exclude married students from athletics and, for that matter, from all other extra curricular activities."

VOLUME 34 / NUMBER 2 / OCTOBER 1969

NORTH CAROLINA PUBLIC SCHOOLS

INVOLVEMENT

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Volume 34 / Number 2 / October 1969

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Official publication issued monthly, except June, July, and August, by the State Department of Public Instruction. Second class postage paid at Raleigh, N.C. Unless otherwise noted, no credit or permission is required for reprinting, with the exception of articles from other publications reprinted herein. Mailing address: North Carolina Public Schools, Division of Publications and Public Information, State Department of Public Instruction, Education Building, Raleigh, N. C. 27602.

EDPRESS

From the State Superintendent

Involvement — the drawing in of others as participants — holds promise of a communications breakthrough for our schools.

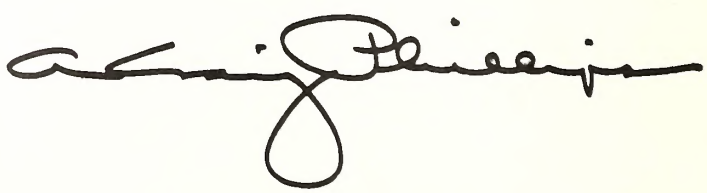
This issue of *North Carolina Public Schools* describes how some of our school systems are involving students, parents, and the community — as well as faculty and administrators — in the educational process. They are but a few of many examples which have come to our attention during recent months. All are evidence that we educators are more and more realizing that communicating is a two-way street. We are learning that it is as important *to listen* as it is *to tell.*

The school systems having the fewest problems today — a minimum of misunderstandings and racial tensions as well as adequate support for new educational needs — are the ones who got into this "involvement business" early. Desegregation plans involved the entire professional staff of the system, students, and the community. Channels were opened for concerns and grievances to be aired before they spilled over into confrontation or conflict. The school family *listened* to its students and to its communities. Problems facing the schools were frankly discussed; citizens and student advisory groups were organized to help solve them.

These school systems have found that involvement creates interest, leads to understanding, and fosters cooperation and support. And in most instances, the involvement started with a positive attitude on the part of just one, or a few individuals.

I was impressed with what one secondary school principal said during a human relations workshop last summer. He pointed out that most school systems and boards of education have an "open door" policy. Many times, he added, this has meant only that the public is not refused entry, or an audience. Little effort has been made to "entice" laymen inside the educational establishment. "Well, the door opens in both directions," the principal continued. "We must go out into the community."

How right he is! For too long we have considered proprietorship of public education and the right of prescription the natural inheritance of the professional educator. Actually, we are only a *partner* in the holdings and our prerogative to prescribe depends upon our knowledge of the society public education serves.



INVOLVEMENT

Key Issue at Principals Conference

"When I went to the first meeting, I looked over there at Roger Carrick, and he had long sideburns, and I wanted to cut them off. Another student wore granny glasses, and I wanted to yank them off. After listening to these kids for two days, I'd still like to cut their hair. But they're good kids. They've learned a lot." The remarks were made by one of the 425 North Carolina principals who attended one of last summer's Secondary School Principals Conferences, eight regional meetings sponsored by the State Department of Public Instruction.

The students referred to were members of the Task Force on Student Involvement (September 1969 **North Carolina Public Schools**, "They Told It Like It Is") who took part in small group discussion sessions centering on human relations problems in the areas of student involvement, instruction, staff, group ethnic sensitivity, and community relations. Involvement was the key issue – a follow-up of the July Mars Hill Superintendents Conference – and the students and key laymen present jumped into discussions of the social issues facing principals.

"We're here because we're all concerned about social change," said State Superintendent Craig Phillips at one of the meetings. "You can't talk about compliance as a plan unless you talk about the impact of that compliance on human relations in the schools," he said. Objectives of the meetings were to improve relationships among high school students, school administrators, and faculty members; among students from different racial, religious, and socio-economic backgrounds; and to improve the opportunities for a quality education for all. Dr. Phillips noted that principals hold the most crucial position in terms of human relations. "I admit that we're late in doing this kind of thing," he said. "But the most important point is this – listen to the voices around you – young people, parents, and laymen. Listen to what you hear. We do have a problem and we've got to stand up to it."

The Reverend W. W. Finlator of Raleigh's Pullen Memorial Baptist Church, who spoke at several of the meetings, pointed out that the State Department of Public Instruction is taking a definite stand on human relations issues. "The men in the field can point to them," he said. He asked the principals to address themselves to the

heart and the core of the problem: "You've got two cultures in your schools. Try not only to listen to them both, but to understand," he said.

In group meetings on student involvement, the principals were given concrete means to involve their students—recommendations made by the Task Force on Student Involvement from studies they conducted during the summer. "These recommendations don't just come from 10 or 20 kids, but from kids all across the State," said Joe Loveland, a student from High Point. He noted that the scientific validity of the report has been questioned. "These are the kids' emotions and feelings. We concentrated on what President Nixon would call the forgotten high school student, the ones who are disinterested." He said that student councils are not always representative of the entire student body.

"Yes," agreed one principal, "you've got to get the leader of the motorcycle gang." Another said that the real problem was getting students involved in the "life blood" of the school, not just the social activities. And Lonnie Merrick of Wilmington added, "Get those who are potential problems in on your problems." The students explained that all of the recommendations would not, of course, be appropriate for all schools.

In discussions of staff problems brought about by school integration, one principal said, "You have to scrap both old schools and begin with a new structure, a new feeling, and a new tradition." Many complained about the teacher who resisted change, the one who might have occupied the same room for 20 years. "Sometimes all you can do is wait for her to die," someone joked. Another suggested arranging teachers, as well as students, in alphabetical order. "Everybody can understand that," he said.

"You can't change people, their prejudices, and their feelings," said one participant. "But the principal can and should set the tone of the new school," answered another. They agreed that many of the methods used at the conference, role playing and group discussion, for example, could be used at teacher and parent meetings to bring people closer to understanding school problems and one another.

Most of the principals did not consider integration to be the cause of problems in instruction. But ability grouping was seen as a possible source of conflict in a newly integrated school. Many asked for additional vocational offerings in their schools, and Anita Hayes, a student from Wilmington, urged principals to involve their students in curriculum planning. Principals agreed that such efforts would lead to more individualized programs, but would require much time for planning.

She also suggested a regularly scheduled activity period as one means of getting everyone involved in something. One principal, from a rural area, seconded the idea. He said that regular activity periods held during school hours will involve students who are unable, for one reason or another, to be present at after-school or evening activities.

As for black studies, many agreed that a separate course on the subject encourages further polarization of the two cultures. "But we've got to put it in the regular course," said one principal. "It's time we gave them the whole picture."

"As for cultural gaps," said another principal, "how many of you still have pictures of Robert E. Lee on your walls?" Another said, "Maybe we should leave them up, but add some of Sojourner Truth." Talk of ethnic misunderstandings threaded its way through all of the meetings. "I've learned a lot of things," said one principal. "I never knew whether to call people blacks or Negroes." Another suggested that maybe "people" was fine.

"Misunderstanding isn't just confined to black and white," said one principal. He related that he'd had BOYS removed from the rest rooms at his school. "I thought maybe it was time we called them MEN," he said.

In discussions on ethnic sensitivity, participants brought up false images held by both blacks and whites. They agreed that teachers can help destroy such myths. "But how can I gain the respect of black students?" asked one white principal.

"You've got to be fair and honest with both blacks and whites," said a student. "They will see it," he continued.

As for community relations, they agreed that students are the best public relations men the schools have. "If they think you're right, they'll go home and argue the point with Mom and Dad," said one principal. Many noted that their schools had active human relations or guidance committees made of parents and laymen. In one school this committee has provided interest courses for parents, built tennis courts, and held yearly workshops on issues of particular interest to parents – alcohol, the use of drugs, and sex education was the topic of one workshop. But regardless of the means, the principals agreed that it is necessary for the schools to open channels for grievances to be registered before they spill into the newspapers and become "hot issues."

Many noted the difficulty in identifying their community's Negro leadership, and agreed that principals must get out into the community themselves. Community organizers who spoke at several of the meetings noted that outside agitators are totally ineffective un-

less there is an issue already burning. While one man spoke, he poured lighter fluid into a nearby ashtray. "There can be no flame unless there's some fluid there," he said as he tossed a match.

Conference involvement wasn't always that vivid. Although most participants were positive, a few were negative and some were apathetic. But questionnaires filled out after the meetings seemed to indicate that for the most part they were indeed involved. "This is the finest professional experience I've had in 20 years," wrote one man.

For the 20 State Department staff members who planned and participated in the conferences, involvement had to be "total" – more than 200 separate meetings were held during the eight conferences. Harold Webb, associate director of the Division of Human Relations was conference chairman.

EMENT

GETTING STUDENTS INTO THE ACT

Editor's Note: (The following recommendations are among those compiled by the teenage Task Force on Student Involvement to deal with the problems of student unrest and to obtain positive student involvement. Complete copies were distributed at the Secondary School Principals Conferences.)

Achieving Positive Student Attitudes and Involvement

• Distribute students alphabetically in homeroom assignments rather than by the tracking system. This will give students a wider perspective on the entire student body and will foster better understanding between students of different backgrounds.

• Provide dialog or seminar sessions for all students. These should be held on a regularly scheduled basis. They should be used for discussion of current school problems, communications among students of different backgrounds, or discussion of current events.

• Allow students to formulate and organize emergency committees with the power to investigate and find solutions to problems of student unrest.

• Encourage students to take on greater responsibilities in areas where they play a primary role:

- Establish a student court for ADVISING on student discipline.
- Establish advisory committees for each academic department.
- Encourage student-administered tutorial programs with teacher guidance.
- Use student-administered study halls during lunch period.
- Appoint student monitor systems, when needed.
- Encourage cultural exchange programs.
- Encourage the development of service-oriented clubs and interest groups.
- Tell the entire truth about any and all incidents. Rumors are found to be a major stumbling block to unity and communication within the high school.
- Use suspensions and expulsions as punishments of the last resort. It is strongly recommended that offenders involving even major infractions should not be punished by having to lose valuable and often crucial academic time.
- Guidelines should be established and disseminated to all students explaining the grounds on which a student will be disciplined, suspended, or expelled. The principal should make known to students and parents the procedures he will follow if any major disciplinary action is necessary.

Strengthening Student Councils

The "student council" concept of student representation should be changed. Student councils presently act as a communication link between the administration and the student body. This is usually only a theory, however, for many students do not feel compelled to support an organization which can do little more than run social events and help with announcements. Student councils should become student governments, capable of making final decisions on many student policies.

Matters such as hall monitors and school dress codes could and should be dealt with by students. Disciplinary action should be decided by administrators. Even in the area of discipline, however, advisory boards of students and student guidelines will encourage students to become more aware, responsible, and involved in their school.

Election procedures should be altered to gain optimum representation of all student groups. The homeroom is becoming an inadequate voting district. Since most student councils or student representatives are chosen from homerooms, many students or student groups have little chance of getting involved. Homeroom representatives are usually chosen on a popularity basis. A means of election reflecting more responsibility is necessary. Although several methods are possible, voting by precinct or ward is suggested.

Existing adult municipal or county voting precincts could be utilized. The procedure might not be applicable in some rural areas. In others, precincts might be drawn by an impartial body of administrators, teachers, and students.

Students should file or run for office in his or her voting district only. No qualifications should be required of a student beyond his school registration. No requirements should be made concerning grades, club activities, activities outside the school, or previous conduct. This will eliminate a "prestructured" student council or discrimination by qualifications. The reasoning that the more activities a student undertakes reduces his effectiveness should be applied on an individual basis only. The student council should, in turn, be responsible for helping its members maintain his or her ability to be responsible and representative.

CHATHAM COUNTY'S BRAND OF STUDENT INVOLVEMENT

Some high school seniors in Chatham County will be exempt from final exams this year. Those with a 93 average or above can thank the Chatham County Student Council, a group representing all the high school students in the Chatham school system, for attacking the problem as a special project and working out an exam plan with the administration.

The Council is made up of five delegates from each of the County's four high schools. Delegates are appointed by their local student council, and each must be eligible for student council membership in his home school.

The Council was a student-initiated idea, according to Superintendent Perry Harrison. "The idea just sort of grew," he said. But he added that one student, Eddie Harris of Chatham Central High in Goldston, "offered the push and initiative necessary to get it off the ground," as is often the case with student involvement projects.

Chatham County students believed they needed such a group to exchange ideas, learn more about student council work, solve student problems, promote good will, and to act as a link between the students and the superintendent. Organization was planned by a steering committee with Harrison's help. "I worked with them to clarify ideas," said Harrison. "I acted as a catalyst, which is how I think we ought to act," he said.

After a constitution was agreed upon, noting that the activities of the organization would at all times be subject to the approval of the appropriate "responsible officials," it was approved by the system's principals and the board of education.

The students presented their constitution and ideas to the board themselves — Harrison arranges for the group to meet with the board periodically. "They find out what problems the board has, and they learn that some things can't be changed overnight," he said. Students are also acquainted with school finance, an eye-opener for the uninitiated.

Last year was the Council's first official year of operation. From the many suggestions submitted by delegates, they chose as their first two projects promotion of law enforcement and exam exemption. The exam exemption plan was approved by the board with only one minor change. The law enforcement project grew into a county-wide "law and order week" involving laymen as well as students.

Each school took a different phase of the law and order project — contacting the press, television, and radio or putting up posters, etc. Law enforcement officers spoke to the students, and at each school several students were cited for exceptionally good behavior. Each school, with the Council's leadership, carried out a slightly different program to promote the idea.

The opportunity to exchange ideas is as important to the council as the success of concrete projects. Their ideas are put on record with the superintendent and the meat of these discussions filters down to the member schools. Dress codes were discussed at one meeting. At another, students decided that relationships would be improved if copies of their newspapers were exchanged between schools. At another meeting Harrison explained the importance of a proposed bond issue.

"This is a way of communicating at all levels," said Harrison. He feels that the students have the assurance that they will be heard. "They don't have the assurance that *everything* they say will be acted upon, but it will be heard," he said. Harrison serves as sponsor to the group and tries to be present at each meeting.

The meetings are at a different high school each month. As another student involvement effort, Council members encourage students to attend.

"What we've got here might not work in other places," said Harrison. "It's a thing you have to develop according to local needs," he said. He feels that student involvement in Chatham County is working.

Teacher Involvement: A Two-Way Street

Involved? *Teachers always have been.* Even before it became fashionable. But now there are new areas of involvement — policy making areas where teachers were not allowed to venture a few years ago. Now teachers are asking and being asked to help administrators and boards of education make decisions on matters other than curriculum — on facilities, personnel policies, and student rules.

In Roanoke Rapids this brand of teacher involvement began in the spring of 1967 when the board of education gave a go-ahead for the establishment of a lay-professional Liaison Committee. The body is composed of 10 members: two from the board, appointed by the chairman; two elementary teachers, elected by the elementary staff; two secondary teachers, elected by their staff; one elementary school principal and the unit's only high school principal or his assistant; the superintendent; and the president of the local NCEA unit.

The committee was charged with two functions. Their first task was to communicate directly with the board of education, bringing to the board suggestions, staff sentiments, and recommendations. They were also asked to communicate directly with the staff, explaining board decisions.

The committee meets once each month shortly before the board meeting, which a member of the committee attends. In addition, one member of the faculty at large is also invited to attend board meetings. To facilitate communication with all the teachers, the committee's secretary distributes a monthly newsletter to the entire staff. The publication gives the gist of the board's agenda and business along with the reaction of the visiting staff members.

"The committee serves as a communication clearing house," said superintendent J. W. Talley. "Not only do the teachers have a voice in policy making, but now the entire staff understands actions taken by the board much better," he said.

Since its beginning, the Liaison Committee has taken on several specific projects or policy studies prompted by either the board or by suggestions from members of the teaching staff at large. One issue seriously concerning staff members was a local "extra" salary supplement. The committee worked for a year to compile, from job descriptions written by the teachers, a list of staff assignments they considered beyond the normal assignment and therefore meriting a special supplement. They came up with about 25 specific jobs. The board then worked on the list, and according to Talley, had the funds necessary to act on the suggestions of the committee. A "grandfather clause" assured that those already receiving supplements would not be undercut, while all future supplements would be made strictly on the basis of job demands. ("Extra" supplements had previously been given to many male teachers on the sole basis of their sex.)

Other projects included consideration of and recommendations on the school calendar which was adopted by the board without serious debate. They were also requested to write a proposed policy on curriculum and instruction for the board's policy handbook, not yet published.

It had been school policy to excuse pupils from school for private piano lessons. The committee felt the practice should be stopped — the board followed their advice. The committee was asked to consider whether or not advertising materials should be used in the schools. The policy had been to ban all such materials. As a result of committee suggestions, such materials are now previewed by the teachers who will use them to determine their educational value. Those considered valid teaching aids may be used. The committee has also studied the school budget in an effort to convey information about money matters to the staff.

"The committee discusses anything staff members, administrators, or the board have asked them to study," said Talley. He noted that the committee has been received enthusiastically by most staff members. At first, some staff members had a "wait and see" attitude. The board has been particularly enthusiastic. "They're getting a revelation," said Talley, who added, "What we've got now is two-way street communication." ■

". . . . there must be teacher participation in the formulation of educational policies . . . ."

They said it last March when they met in Charlotte. NCEA's Classroom Teachers Association, in resolutions adopted by the delegate assembly, emphasized that teacher involvement in educational policy making is necessary to reach the objective of securing and maintaining "high standards of proficiency within the profession which will guarantee adequate educational opportunities for all children . . . ."

The following recommendations and areas of concern were included in the first resolution, improving instruction and educational opportunities:

- Year-round operation of public schools
  - 10-month employment for teachers
  - Participation of teachers in planning the school calendar
  - Summer enrichment and remedial programs
  - Open library facilities 180 days during the school term and open to students and the public during summer
- Teacher allotments based on current membership
- Employment of auxiliary personnel to free teachers from noninstructional responsibilities
- Inclusion of classroom teachers in the planning of instructional programs and facilities and in the selection of materials and equipment
- Better methods of evaluation and accreditation
- Kindergartens, with properly certified personnel, during the summer months where none are now operated under federal funds
- Prevention of dropouts
  - Screening and remedial procedures — preschool and at all levels
  - Kindergarten for all immature beginners
  - Reading specialists
  - Flexible curriculum planning of a comprehensive program of instruction to insure maximum development of all students
- Textbooks
  - Textbook commission members appointed by the Governor upon recommendation of the State Superintendent of Public Instruction
  - Separate Commission for each major subject or area (*elementary:* arithmetic, social studies, language arts, music, science, and health and physical education; *grades 7-12:* English, mathematics, science, and other departments of comprehensive high schools.)
  - Each commission to be composed of eight classroom teachers and three nonteaching professional members and to elect its own chairman
  - One teacher selected for special interest in each grade level when selection is to be made for a continuing series of textbooks
  - One teacher in each commission to be selected for the slow learner and one for the gifted child
  - Each newly-selected text to be provided to every teacher who will be using it at least one month before it is to be used in the classroom
  - Local curriculum and textbook commission to select from recommendations of the State Textbook Commissions' texts for local adoption.
- Revision of records and reports required of teachers
- Flexible methods of evaluating and reporting pupil progress
- Programs and activities to promote good citizenship
- Opposition to copyright law changes which prohibit use of copyrighted materials necessary for instruction
- Flexible entrance requirements in publicly-supported institutions of higher learning to insure educational opportunities for students who show potential for improvement
- Use of State-owned school buses for local field trips with only principal's approval

(For a complete list of resolutions, including setting and maintaining high standards in the teaching profession, improving training conditions of student teachers, attracting and retaining an adequate number of competent teachers, and improving retirement provisions, see NCEA's **North Carolina Classroom Teachers Bulletin**, Spring and Summer, 1969.)

". . . there must be teacher participation in the formulation of educational policies . . .

How to Tackle a Problem - Ask Everybody

Small human relations bull sessions brought problems and misunderstandings to the surface and parents and teachers closer together in Goldsboro.

It wouldn't seem strange to hear "Dixie" and "We Shall Overcome" on the same program at Goldsboro High School this year. This attitude of coexistence wasn't brought about overnight. Two years ago the system began a massive human relations effort directed toward a smooth consolidation this fall of the city's four upper level schools: Dillard High School and the junior high adjoining it (all black) became a two-building middle school; Goldsboro Senior High School and its nearby junior high (integrated) are a senior high campus.

The man behind the movement was Jerry Paschal, a youngish superintendent who combines an open attitude with the energy of six men — he throws out ideas like a computer. A ten-minute conversation will convince anyone that his positive approach isn't just another brand of Dale Carnegie self-help. The key to the consolidation plan, he insists, was not compliance but educational excellence.

Two years ago the board of education appointed the 50-member Goldsboro School Patrons Study Commission, a group of parents who are a cross section of the city's racial, economic, and cultural structure. They were asked to find the best plan for a unified school system, and they came up with the same idea previously reached by the board: consolidating the city's four upper level schools into two multi-building campuses. Fall of 1969 was set as the target date for opening.

At about the same time, Paschal kicked off his plan to involve everybody — principals, teachers, students, parents, and the public — in the consolidation. "It was my feeling that we ought to start by teaching the importance of good human relations," he said. Beginning at home, Paschal organized workshops for the central office staff and the city's principals on the importance of good interpersonal relationships. The workshops, which featured role playing and discussion groups, were conducted by the Wayne County and N.C. Mental Health Associations.

During the same period (1967-68) the principals held meetings aimed at working out better human relations among themselves and their staffs. Along with the plan was an eight-part, city-wide human relations workshop for teachers, financed by ESEA. Speakers came from across the country. Other teachers were sent to human relations workshops sponsored by the State Department of Public Instruction during the summer of 1968.

Meanwhile, the principals had begun a series of informal meetings with their teachers. They discussed things like the importance of positive self concepts, acting with consistency and truthfulness, etc. "The worst thing a teacher can do is make a statement that she's not prejudiced and then act just the opposite," said Paschal. Teachers were given a chance to express their opinions on the consolidation, ask questions, and raise issues. They then met with their counterparts in the opposite school to discuss instructional programs, plans, etc. Visitations were held to acquaint teachers with the school they would be moving into and the doors were opened for intermingling of staff members. The list of human relations workshops goes on and on. But to Paschal, it was just the beginning.

Last fall the principals and central office staff began making lists of problems to be solved and areas to be covered before this September. A teachers committee was formed to represent all the teachers in the city. The plan was presented to them and they were then asked for suggestions, questions, comments. At the same time, committees of students were formed to study problems and come up with solutions. The questions were numerous: the name of the new high school, for example. Dillard had long been a traditional name to the city's black community. Teachers and students together decided that with only one high school the name was obvious: Goldsboro High School. As for school colors, they compromised on a tri-color selection with hues from each of the schools. "No reason we couldn't have three," said Paschal.

"And we didn't want to get into a hassle over a nickname either," he added. The solution sounds simple: students from both schools submitted new names which were then run in a newspaper article. Townspeople and students voted on a nickname thus eliminating block voting in either high school. The new names were established almost a year before the actual merging of the schools.

Student council elections were another issue handled well ahead of time. A group of ten students from each school (grade representation) were asked for election suggestions. They first compared constitutions and settled differences over the total number of officers and other matters. They decided to hold a spring election rather than waiting until fall, and they felt that during the first year the new high school should have two presidents, one from each of the former schools. The total number of officers was cut with some coming from each school. The duties of the two presidents were split. One president would preside over the student council while the other presided over the student body; they would alternate each six weeks. The ratio of black and white in the new school is roughly 50-50, and Paschal is confident that future elections will be representative. He noted, however, that if block voting does occur at some future date, a method would be devised to assure that the student council is representing both races. As for grade officers, they, too, are dual this year.

Cheerleaders could have been another problem, but they were allowed to settle their own future. In joint meetings they decided that the ratio would be 50-50 with five cheerleaders from each school. The schools' boosters clubs began to merge a year ago, and by spring they, too, had joint constitutions and new officers.

Another plan to involve students was a two-day athletic event staged with the consolidation in mind. The two teams played one another on the first night, but on the second night they opposed Wilson teams. "When the going got rough with Goldsboro against Wilson, the Dillard cheerleaders joined the Goldsboro squad and really got things going," said Paschal.

Paschal didn't leave anybody out of involvement plans. For two years he met with Dillard's alumni association, a group with chapters all over the country and strong allegiance to the school.

Their assistance has been great: scholarships ($3,500 last year), a new organ, scoreboard, and trophy case. Most important, alumni are quick to help Dillard graduates find jobs and get established in other cities — Philadelphia, New York, and Washington, for example. Paschal feels this group will continue to show support.

As for public relations, the plan was fully explained to the public in the local papers last year — they got a full-page spread. "This caused much discussion among townspeople and students. They had a full year to raise questions and get used to the idea," said Paschal. The civic clubs were covered also. Paschal spoke time after time to present the idea and get reactions.

In the midst of all this activity, the Patrons Study Commission recommended that Paschal give parents equal attention. He began with small groups, contacted various individuals and asked them

to invite 10 or 12 people to their homes for informal gatherings. The principals did the same, inviting people to their schools for coffee and conversation. "We felt we could get the word out into the neighborhood by working through small, interested groups," he said. "I also asked the principals to get out into the new neighborhoods they would be serving and meet the people," he said. One principal became so involved he was asked to be the spokesman for a group seeking changes in street conditions.

Even the elementary school children and their parents were involved. (Fifth and sixth graders moved into the middle schools this fall.) Small groups of students visited the new school, held conferences, asked questions, and were even provided a box for "secret questions." According to Paschal the questions were revealing: Will we have gym suits? What bus should I get on? etc. "Not one word about race," he smiled.

Continuing the involvement effort, the schools held "open house" last spring during a three-month period. "A tremendous number of people came," said Paschal. But he still felt there might be some parents with questions not answered, so he staged an additional series of human relations workshops last summer. After the plan was again presented, parents broke into small discussion groups and additional questions were raised.

"Of all the questions asked by any group, I can sum it up pretty simply," said Paschal. "The parents were interested in discipline. They wanted to be assured that there would not be a chaotic situation next year." To prevent chaos, Paschal developed a series of handbooks for students and parents outlining school offerings, services, rules and regulations, dress codes, and disciplinary action. "There is still leeway for individual decisions, because we don't want anybody saying 'the book says this'," he said. The handbooks give both students and parents a basis for action and decision. "Students *will* rationalize," said Paschal. "And we don't want them to say 'this was a race issue' when the situation is a matter of school rules being violated."

Most student questions and fears centered around activities. "They just didn't want any eliminated," he said. "And none will be until the students tell us they're no longer interested or are unable to control the situation," he added.

Everything was set for consolidation by last summer. Teachers had been assigned to new rooms, pupils registered, and classes assigned. "All along I tried to identify areas where gossip mongers could have a field day," he said. As one result of such thinking, registration was held last March. "Teachers and students knew exactly what they'd be teaching or studying and in what rooms. They had a whole summer to size up the buildings and get adjusted," he said.

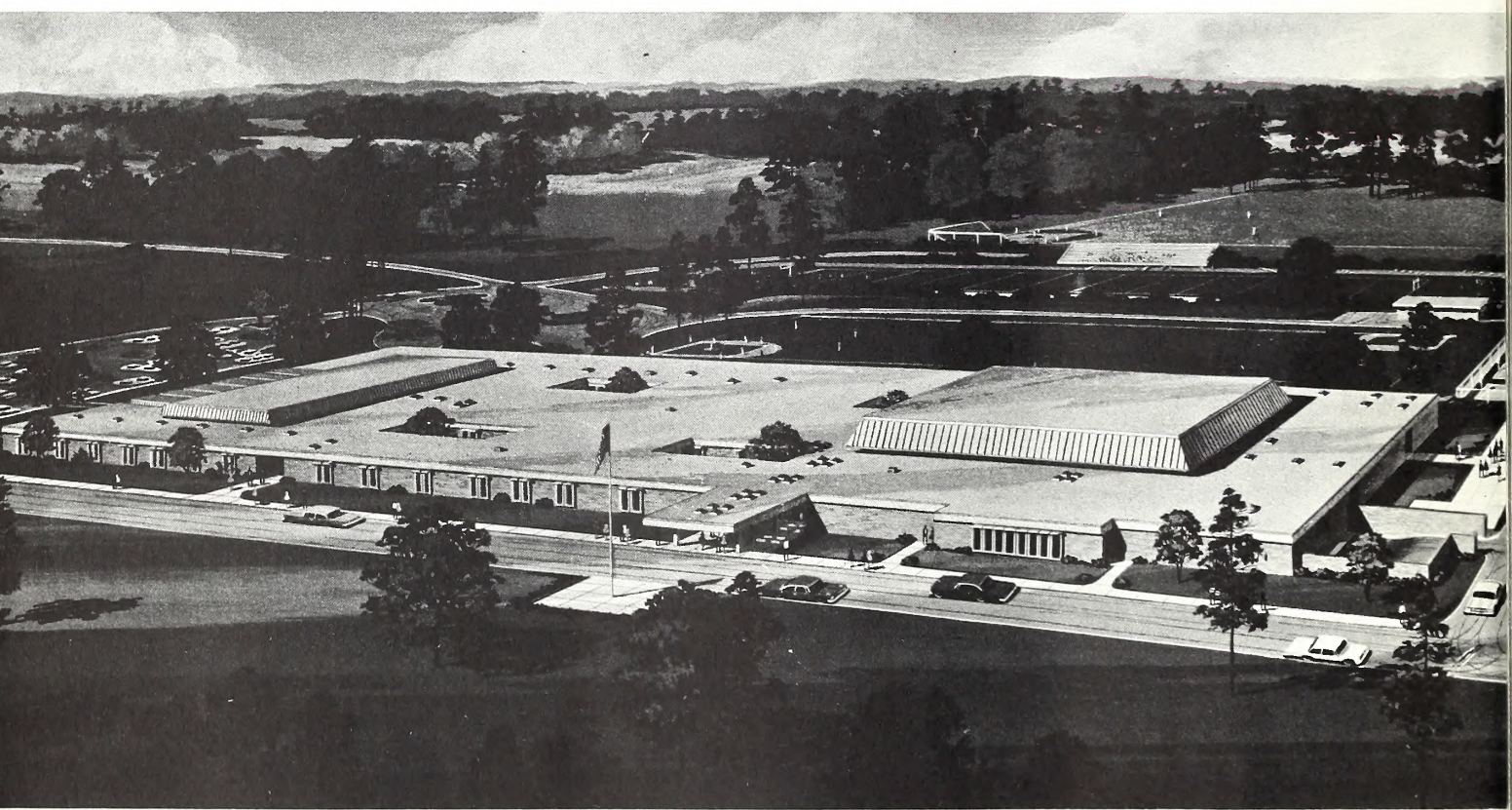
Although Paschal admits that "the whole thing could blow up in our faces," just about everything that could be done was done. How and why are the leading questions. Goldsboro principals give the credit to the superintendent: "He's farseeing," one said. "To think that some units have gone through the same thing in just one summer," she added.

"The plan we developed was educationally sound," said Paschal. "That's the key thing. We're not just doing something to comply with civil rights. We all believe in what we're doing," he said.

"This has not been a hastily evolved plan. Everybody has been heard," he said. As an afterthought, he mentioned a few more efforts: "The lay communications committee — they help us keep up with the pulse of the community," he explained. Then there's the student human relations committee: five black students and five white students. They meet with the superintendent separately, as racial groups. "That way they can say anything they like without insulting anybody," Paschal said. These groups will continue to meet with him this year. "Over dinner," he mentioned.

In another effort to get personally involved with the black students, Paschal played ball on weekends in Dillard's gym. "We run a six-day school here," he said. They keep the gyms open on Saturdays, and teachers get paid for supervising the activity.

CITIZEN EFFORT LEADS TO CONSOLIDATION



Southern Nash County High School, a possibility that became a reality through citizen involvement.

Too often the citizens of a community become actively interested in their schools only when an issue has become a problem, hit the daily papers, and caused alarm. Citizens committees, appointed to assist with forming policy and developing educational goals, can involve the community before issues become problems. Such committees serve not only to help formulate goals, they are an invaluable public relations network with the community. Nash County's

Citizens Committee for Better Schools is a case in point.

Ten years ago Nash County had 11 high schools, many of them union schools. A move to consolidate them into a large comprehensive high school was defeated by a 10 to 1 vote. According to Suerpintendent C. H. Fries, Jr., the county was committed to a policy of small high schools. And these small high schools were not meeting the county's needs.

"For every 100 Negro students who entered the first grade, 9.5 were graduating from high school 10 years ago," he said. Only twenty-six percent of the white students were graduating. The county had other problems as well. Its growth was dependent on income from agricultural products, and the population was shrinking as advancements in production and mechanization caused many farmers to leave. Local business, however, was attempting to attract industry to the county. As a result, both agricultural and industrial education needed new goals. And the impact of the changing economy on the schools made long-range educational planning a necessity.

Ten years ago there were 10 school districts in the county and 10 school committees. "No one was looking at the educational needs of the county as a whole," said Fries. To get an overall picture, the Board of Education in 1961 selected a central advisory committee, the Citizens Committee for Better Schools. The committee was composed of 10 members, one representative from each of the 10 school committees.

Their first task was a survey of the schools and the community. They visited each school in the county and some in other counties. They held conferences with local PTA officers, civic groups, teachers, administrators, and leaders in agriculture and industry. All ten men recommended consolidation of the high schools. "But they knew that the move was impossible at that time," said Fries. Their next step was to involve more members of the community.

Every organization in the county existing to serve the community, civic clubs, etc., was asked to send one representative to a meeting to organize a larger citizens committee. Eventually some 400 people were involved — approximately 200 white and 200 Negro. The committee members were put to work gathering more information on present and future educational needs of the county, supplying that information to the public, and keeping the public informed on modern trends in education and how these trends might affect youngsters in Nash County. Curriculum study groups were appointed. They were composed of professional educators along with civic group representatives. These committees made a complete analysis of the policy, program, and services of the schools.

After 18 months of study, long and specific lists of recommendations were presented to the board — most of the recommendations were accepted. They included merging some schools, constructing new schools, and closing others. Detailed recommendations for the reorganization of the instructional program were also given. To finance needed capital improvements, the committee recommended that the County Commissioners set aside $500,000 a year for three years. This gave the system one year for study, one year for planning, and one year for building before the comprehensive high school system became a reality.

The concept was realized last fall when the last of three new schools (Southern Nash County High School) was completed. At the end of the first "comprehensive year," Nash County graduated 710 high school students — only 395 students were graduated 10 years ago. The number of Negro graduates doubled. About 300 students, who had studied vocational education, went right to work — a figure that also doubled in 10 years, as the population continued to decrease. Such progress, according to Fries, would not have been possible without the citizens committee.

SCHOOL A BORE ?

Is school boring? About 150 teachers, parents, and students who attended a two-day "Institute of Environmental Response" in Chapel Hill last summer are still asking themselves. At the institute they were asked if media methods – especially TV methods – could be used to turn on the classroom. The happening-like conference was staged by Bill Kuhns, a young Chicago author and lecturer and an authority on the subject of environmental response. Kuhns' message is a little closer to earth than McCluhan's. He not only shows how television gets information across to youngsters without their being aware that they are learning, he also insists that *what* they learn on TV can be used in the classroom.

Conference participants were shown how TV gains the attention of the viewer and imparts information. Kuhns used multi-screen presentations, reruns of TV shows and commercials, role playing, perception experiments, demonstrations by students, group discussions, as well as lectures to make his point. Although the institute was planned primarily as a teacher-training program, parents, townspeople, and students were invited to attend.

"People have complained about a lack of communication between the schools and the community," explained Don Hayes, assistant superintendent, at the opening session. We need to tell people what we are doing – get it on a sharing basis and make it a two-way street," he said. Parents and students not only attended the conference, they became active participants and a handy resource for their reactions to media.

According to Kuhns, television is bombarding children with new learning experiences. Youngsters under age 12 watch an average of 46.1 hours of television per week, he said, and high school students have seen about 5,000 more hours of programming than their teachers. "What are they learning?" he asked. And when some facial expressions answered "nothing," Kuhns was prepared.

He cited various levels of television learning, demonstrating them and ways to approach them in the classroom. Consumer training, for example: "the schools ought to be challenging what's said on television – or at least pointing out that TV is training people as consumers," Kuhns said. In a rerun of current television commercials, the group found that they saw how things work, incidental bits about places and things, (the Parliament ads show something of the English character), moral alternatives posed, and changes in society.

According to Kuhns, who cited studies made in connection with the production of "Sesame Street," an upcoming TV series for preschoolers, children who gain the most from television are those who interact with it. "The ones who chant the commercials and talk back to the cartoon characters are learning the most," he said. It follows that all children would learn more from reinforcement, discussion, criticism, dialog, or at least some type of acknowledgement of the medium as a learning tool.

"The important thing," he said, "isn't what we're saying about television, but drawing from all the resources in students' lives. And television, is, without doubt, an everpresent, if maligned, resource." The institute particpants proved that – even the most reticent were quick to make a comment or ask a question about their favorite show or least-liked commercial.

As for the classroom, Kuhns said, "You're not competing with the medium, but you want to get at the learning processes being fomented by it." As an example of these processes, an episode of *Mission Impossible* was rerun and followed by a student discussion of the show. Students were quick to dissect character, plot, and the technology used in the program. One parent, particularly fascinated with the discussion, said, "this will really help me discuss television with my children."

Kuhns feels that the schools are too programmed and too controlled. "Environmental learning, on the other hand, is about as unprogrammed as you can get," he said, adding that the schools could use not only the methods of the medium – but the programming itself as a vast educational pit to be mined.

"But it's a vast brainwashing machine selling the system," put in one teacher. Kuhns retorted that he could well be correct, but that it's important to stay away from presenting a completely negative attitude to students.

The instant bull session was seen as one quick and unstructured approach to television in the classroom. "Just come in and talk about it. You can open up attitudes, interpretations, and feelings," he said. "You can also bomb out," said one teacher. "But that can happen sometimes with any method," said Kuhns, who admitted that television per se and the curriculum don't always mix well. "But certain shows fit into various disciplines – social studies, English, and history, for example," he said. In explanation he suggested genre study – showing various television genres: the situation comedy, the variety show, etc. – and the techniques of each.

Teachers agreed that the institute was a "different" kind of in-service activity. Some took exception to many ideas presented and argued vigorously, getting involved in spite of themselves. The parents appeared to be fascinated, and the students were too busy raising their hands and volunteering information to look bored.

NEWS BRIEFS

Education-Industry Seminar Slated

North Carolina businessmen and industrial leaders will meet with many of the State's guidance counselors this month in an effort to share ideas. The meeting, to be held October 29 at East Carolina University, is being sponsored by the N.C. Department of Conservation and Development, the Capital Association Industries, and the Division of Pupil Personnel Services of the State Department of Public Instruction. More than 500 people are expected to attend the seminar; their purpose will be increased communication and cooperation between guidance counselors and business and industry.

"The seminar will provide a chance for school counselors to find out about the opportunities that are available to high school students in industry as well as to tell industrial leaders about school guidance programs," said State Superintendent Craig Phillips.

Invitations to attend the seminar have been extended to superintendents, principals, and school counselors in 50 eastern North Carolina counties. Businessmen, plant managers, and personnel directors from industries or businesses located in these counties have also been invited. The seminar will be the first of its kind to be held in the eastern part of the State; similar meetings have been held in the west.

Speaking at the meeting will be State Superintendent Craig Phillips and Dan Stewart, former director for the Department of Conservation and Development. Other outstanding educators and industrial leaders will also take part in the program.

"Hopefully," said Dr. Phillips, "this seminar will lead to smaller conferences between personnel managers and guidance counselors, held on a county or regional basis."

Librarian Fills SBE Vacancy

Mrs. W. B. Strickland of Smithfield was appointed in August by Governor Bob Scott as a member of the State Board of Education. Mrs. Strickland, named to an eight-year term, replaces Bill Williams of Middlesex. Williams was appointed to the State Highway Commission in July.

Mrs. Strickland is librarian at Smithfield-Selma Senior High School. She and her husband, a Smithfield businessman, have three sons.

Kahdy Heads Special Education

George A. Kahdy, for the past three years assistant superintendent of the Raleigh City Schools in charge of personnel, was named director of special education for the State Department of Public Instruction in August. He now directs the State's public school programs for mentally and physically handicapped children and for the exceptionally talented.

In making the announcement, State Superintendent Craig Phillips pointed out that the post had been vacant since the retirement of Felix S. Barker last winter and that the growth and recent emphasis on special education programs had resulted in an upgrading of the position. As a part of his responsibility, Kahdy also directs the programs for gifted and talented children which were formerly under the supervision of the late Dr. Eugene Burnette.

Kahdy holds the M. Ed. degree in school administration from the University of North Carolina at Chapel Hill. Additional graduate work (at UNC, N.C. State University, East Carolina University, and Duke University) has included special education.

Magazine for Lettermen

A national magazine to deal exclusively with high school sports, **Letterman**, is being published for the first time this year. The magazine features a varied content designed to let athletes know what's happening in high school sports on a nationwide basis. **Letterman** will be published quarterly this year; monthly publication is the goal for 1971.

The magazine includes highlights of interscholastic sports activities in high schools throughout the nation; special features on athletes, teams, and coaches who have achieved outstanding success; up-to-date training techniques; and profiles of pro and college athletes.

The magazine is available free of charge to any athlete who is a member of an interscholastic team. Coaches are also eligible for subscription. The magazine will be mailed to subscribers' homes. Coaches may give athletes in their school an opportunity to sign up for the magazine by requesting a team roster form from **Letterman**, Box 804, Wheaton, Illinois 60187.

Alamance Task Force

The Alamance County school system will spend the next 15 months developing, with the aid of a special task force from the State education agency, an "all-inclusive plan" for educational change. The Alamance Task Force is comprised of 17 staff members of the State Department of Public Instruction, representing every phase of school operations and curriculum. Assisting will be several consultants from the schools of education at the University of North Carolina and Duke University as well as researchers from the Learning Institute of North Carolina.

As explained by Alamance Supt. John Deason, who requested the assistance on behalf of his board, "the professional employees of the Alamance County Board of Education will join hands with this special task force to massively reorganize and establish improved coordination and articulation in order to fulfill individual pupil needs without regard to program walls." He said the Alamance board requested the "long-range offensive in order to avoid ineffectual detours as we plan for educational changes."

The Task Force work began on September 14-15 when its members met with key Alamance school personnel at LINC headquarters to review together a comprehensive survey of the system made by the State agency in 1968 and to discuss priorities and procedures. Assistant State Supt. Jerome Melton, who heads program services in the State agency, said the Alamance effort is typical of coordinated services from the State staff being made available to North Carolina's school systems.

New Superintendents

George R. Brinson, former principal of Pamlico High School in Bayboro, has replaced James A. Vinci as superintendent of Pamlico County Schools. William F. Davis, superintendent of North Wilkesboro Public Schools, was omitted in the September listing of new superintendents. Formerly principal of Scotland High School in Laurinburg, he replaced J. Floyd Woodard, who retired.

attorney general rules

Excerpts of rulings from the State Attorney General's office are presented here as an information service. Complete copies of the rulings may be obtained by writing Division of Publications and Public Information, State Department of Public Instruction, Education Building, Raleigh 27602.

Public schools; Compulsory Attendance Law; G.S. 115-166; Necessity of a parent to send a child of proper age to a public or private school; Scheduled home instruction of child by tutor in lieu of attending public or private school, July 3, 1969 . . . .

"G.S. 115-166 stetes in pertinent part the following:

Every parent, guardian or other person in this State having cherge or control of a child between the eges of seven and sixteen yeers shall cause such child to attend school continuously for a period equal to the time which the public school to which the child is assigned and in which he is enrolled shell be in session; . . . . The term 'school' as used herein is defined to embrace ell public schools end such non-public schools as heve teachers end curricule thet ere epproved by the county or city superintendent of schools or the Stete Board of Educetion.

All non-public schools receiving end instructing children of e compulsory school age shall be required to keep such records of ettendence and render such reports of the ettendence of such children and maintain such minimum curriculum standerds as are required of public schools; end ettendance upon such schools, if the school refuses or neglects to keep such records or to render such reports, shall not be accepted in lieu of attendence upon the public school of the district to which the child shall be assigned: Provided, thet instruction in e non-public school shall not be regerded as meeting the requirements of the law unless the courses of instruction run concurrently with the term of the public school in the district end extend for et least as long e term.

"It is well recognized that the State can require that all children of proper age attend some school . . . . Parents, however, do have the right to educate their children elsewhere than in the public schools, provided the State's minimum educational requirements are met . . . .

"The question to be determined is what constitutes a 'private school' within the Compulsory Attendance Law, quoted in pertinent part hereinabove?

"There are few cases which have defined the term 'private school' as used in the statute making attendance at such a place compliance with the Compulsory School Attendance Law. Neither the North Carolina Court of Appeals nor the Supreme Court of North Carolina has spoken on this issue. Therefore, we must look to other jurisdictions.

"The contention that instruction in the home by a qualified parent or other person is instruction in a 'private school' has been rejected in several cases. The main reasons for rejection being the difficulty of governmental supervision and for the reason that the place of instruction must be a duly organized and existing educational institution.

"In STATE v COUNORT, 69 Wash. 361, 124 P. 910, 41 LRA N.S. 95, the Court rejected the claim of the defendant that, if he was a competent and qualified teacher and gave instruction to his children at home, he was maintaining a private school within the meaning of a statute which provided that a child must attend 'the public school may be in session, or . . . at- child resides for the full time such school may be in session, or . . . attend a private school for the same time.' As the Court states . . . . :

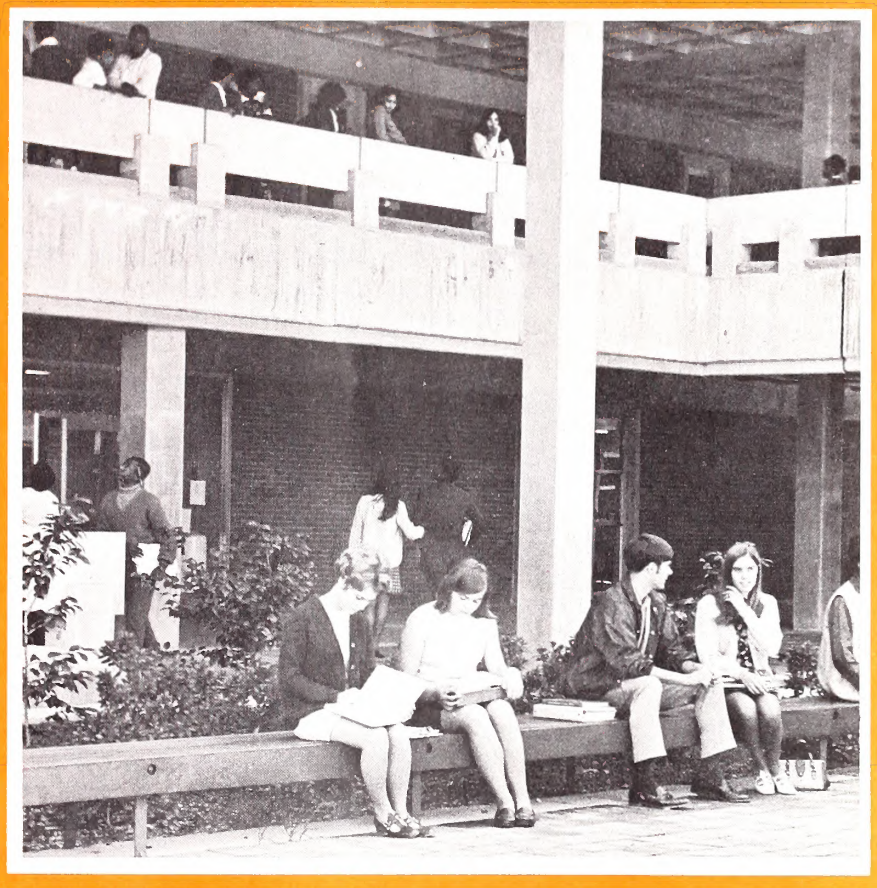
We have no doubt meny parents ere capable of instructing their own children, but to permit such parents to withdrew their children from the public schools without permission from the superintendent of schools, and to instruct them et home, would be to disrupt our common school system end destroy its velue to the state. This stetute recognizes that adequate privete schools mey be maintained in eny district to which parents mey send their children without eny violation of the lew, end it would be e good defense to show ettendance at such private school for the required time. We do not think thet the giving of instruction by e parent to a child, conceding the competency of the perent to fully instruct the child in ell thet is teught in the public schools, is within the meaning of the law 'to attend e privete school.' Such e requirement meens more then home instruction; it means the same cheracter of school es the public school, e reguler, orgenized end existing institution making e business of instructing children of school age in the required studies end for the full time required by the lews of this stete. The only difference between the two schools is the neture of the institution. One is e public institution, organized end maintained as one of the institutions of the stete. The other is e private institution, organized end mainteined by privete individuals or corporations. There mey be a difference in institution end government, but the purpose and end of both public end privete schools must be the same — the education of children of school ege. The parent who teeches his children at home, whatever be his reason for desiring to do so, does not meintain such e school. Undoubtedly e private school mey be meintained in e privete home in which the children of the instructor may be pupils. This provision of the law is not to be determined by the plece where the school is meintained, nor the individuality or number of the pupils who attend it. It is to be determined by the purpose, intent end cherecter of the endeevor.

"In STATE v HOYT, 84 N.H. 38, 146 A. 170, the difficulty of supervision of a private tutor at home was held to be a valid reason for rejecting the defendant's claim that his child was instructed and taught by a private tutor in his own home in the studies required to be taught in the public schools. As the Supreme Court of New Hampshire said . . .:

In the edjustment of the perent's right to choose the menner of his children's educetion, end the impinging right of the state to insist thet certain education be furnished end supervised, the rule of reasonable conduct upon the part of each towards the other is to be epplied. The stete must beer the burden of reasonable supervision, end the perent must offer educetional facilities which do not require unreesoneble supervision. If the parent undertakes to make use of units of educetion so small, or fecilities of such doubtful quality, thet supervision thereof would impose en unreasoneble burden upon the state, he offends egainst the reesoneble provisions for schools which cen be supervised without unreasoneble expense. The stete may require, not only that educetional facilities be supplied, but elso that they be so supplied thet the fects in reletion thereto can be escerteined, end proper direction thereof meinteined, without unreasoneble cost to the state. Anything less then this would take from the state ell efficient authority to regulete the educetion of the prospective voting population.

"For the reasons stated above, scheduled home instruction does not excuse nonattendance in public or private schools and such instruction would not come within the definition of a 'private school' as contemplated in the Compulsory Attendance Law."

VOLUME 34 / NUMBER 3 / NOVEMBER 1969



NORTH CAROLINA PUBLIC SCHOOLS

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Volume 34 / Number 3 / November 1969

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Official publication issued monthly, except June, July and August, by the State Department of Public Instruction. Second class postage paid at Raleigh, N.C. Unless otherwise noted, no credit or permission is required for reprinting, with the exception of articles from other publications reprinted herein. Mailing address: North Carolina Public Schools, Division of Publications and Public Information, State Department of Public Instruction, Education Building, Raleigh, N.C. 27602.

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(1) double space typed manuscript

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From the State Superintendent

Relevance is the vitalizing factor in education — the drawing forth of the student's understanding and the flowering of his skills. Socrates, the master teacher, was concerned with relevance. He always started by capturing the interest of his students — meeting them where they were, discussing things that aroused their curiosity and caused them to react and to think. He took pains to figure out what would "turn on" the youths who gathered about him.

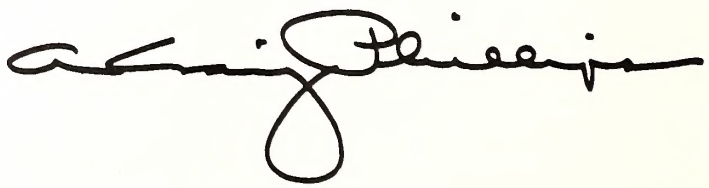
This is one aspect of relevance — touching the student's specific interest and individual motivations. Another aspect is meeting the demands and interests of society, preparing the student to select his role in his world, nation, and community — helping him see how his own best interests are served by actively contributing in the ways he is most fitted to contribute to humanity and the social order.

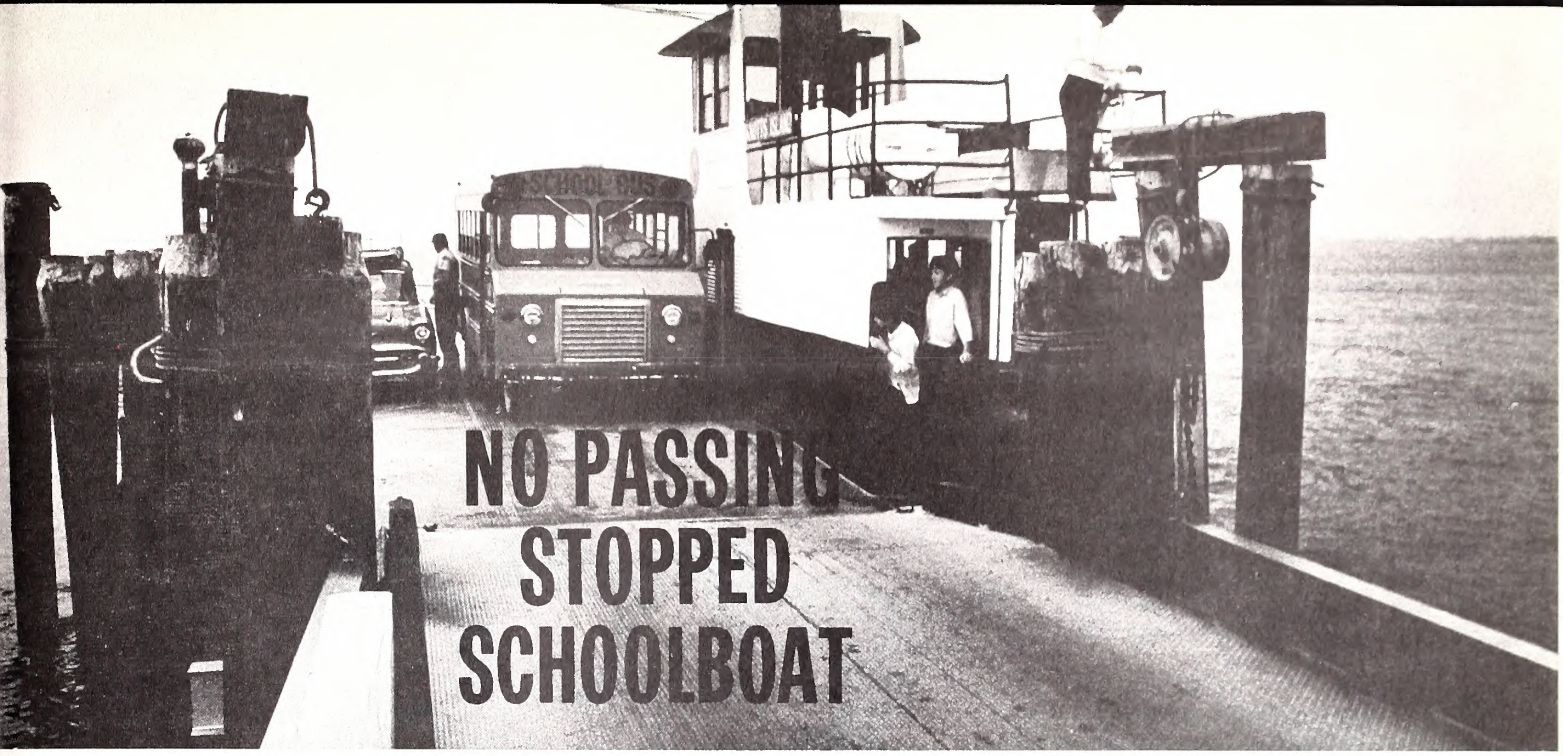
Relevance in education demands far more of the teacher and administrator than technical competency, procedural proficiency, or mastery of a subject. It requires psychological insight, a sense of the value of the individual, and the more indefinable qualities of imagination and inspiration. It requires the peculiar ability to get beyond one's own subjective biases and prejudices and to empathize with the student.

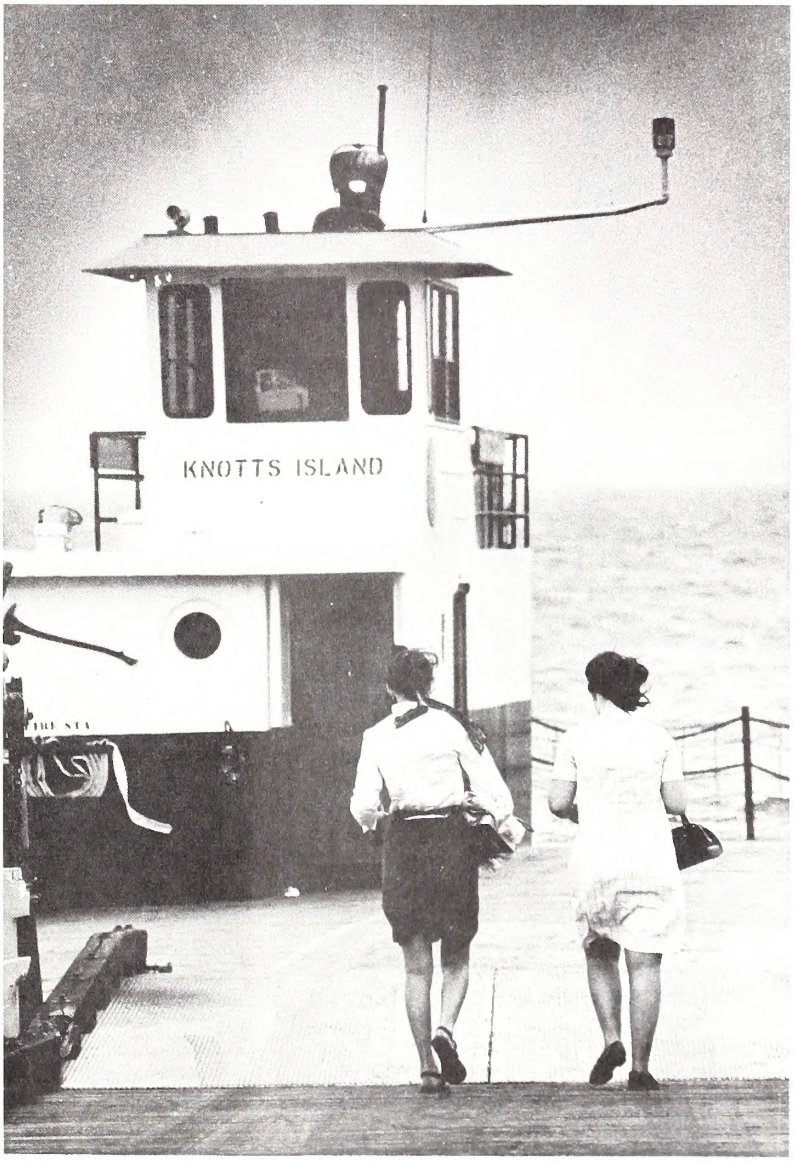
In our time, more than ever in history, determining what is relevant is a crucial process. Faced with complex and rapid social and technological changes, many people appear bewildered and without a sense of social purpose. "New occasions teach new duties, time makes ancient good uncouth" is an epigram that most of us find hard to digest. Perceiving what is relevant is an unending quest in confused times and there is bound to be disagreement and even controversy in the process. That is where perspective and a sense of humor are most needed — making it possible to achieve working agreements and allowing controlled experimentation.

Perceiving what is relevant is only the first stage in the unending educational task. Then comes the problem of determining the most effective ways and means, in a given situation, of communicating relevancy to the student. Unless we are careful, relevance may be lost at any point when we become preoccupied with methods, instruments, and facilities as ends in themselves.

What a *task* we have! What an *exciting* task we have! If we make education truly meaningful, we shall realize that long-sought-for goal of the "child well taught" and a society well served by education.







For about 20 students living on Knotts Island, getting to and from school is a minor adventure. They go by boat.

Knotts Island juts into Currituck Sound close to the Virginia border. The only road to and from the community — a causeway leading across the coastal marshland — goes to Virginia. The most direct route to the North Carolina mainland lies across seven miles of water.

Knotts Island is a small community — two stores, two churches, a tiny post office, and one elementary school. Many of its residents commute to Virginia to work; secondary students used to attend school there. When it was decided in 1956 that these students should attend Currituck schools, they went by bus, a tortuous, 96-mile round trip through Virginia.

In 1962 the island's small ferry, which holds seven cars and makes five round trips a day, began taking the students to Currituck across the sound. First the students are picked up by Mrs. Bessie Cason, who cranks up her small, snub-nosed school bus at 6:30 a.m. The ferry ride begins about an hour later, and during the trip, students study or chatter in the snug ferry cabin while Mrs. Cason keeps busy with her crocheting.

After the ferry docks at Currituck and the students have been delivered to school, Mrs. Cason heads for her job in Moyack. The return begins around 3 p.m. and ends, for students who live farthest from the dock, as late as 5:30 p.m. It is still a long ride, but at least there's no staying after school for the Knotts Island crew.

(Photographs courtesy of Greensboro Daily News)

Preschool Minds

"Once upon a time a guy named Joe
Noticed a June bug on his toe
Put it in a jar and started to go . . ."

The children were entranced. They crowded around the television screen as the bouncy cartoon continued, and many of them began chanting and waving their fists. Next came the Muppets, who looked and sounded for all the world just like soft furry puppets should. And of course, there was the human touch — the man who runs the candy store, the neighbors, and the boys and girls. And if it wasn't exactly like home, it was close enough and fun enough to keep the preschoolers drawn to the screen and learning at the same time.

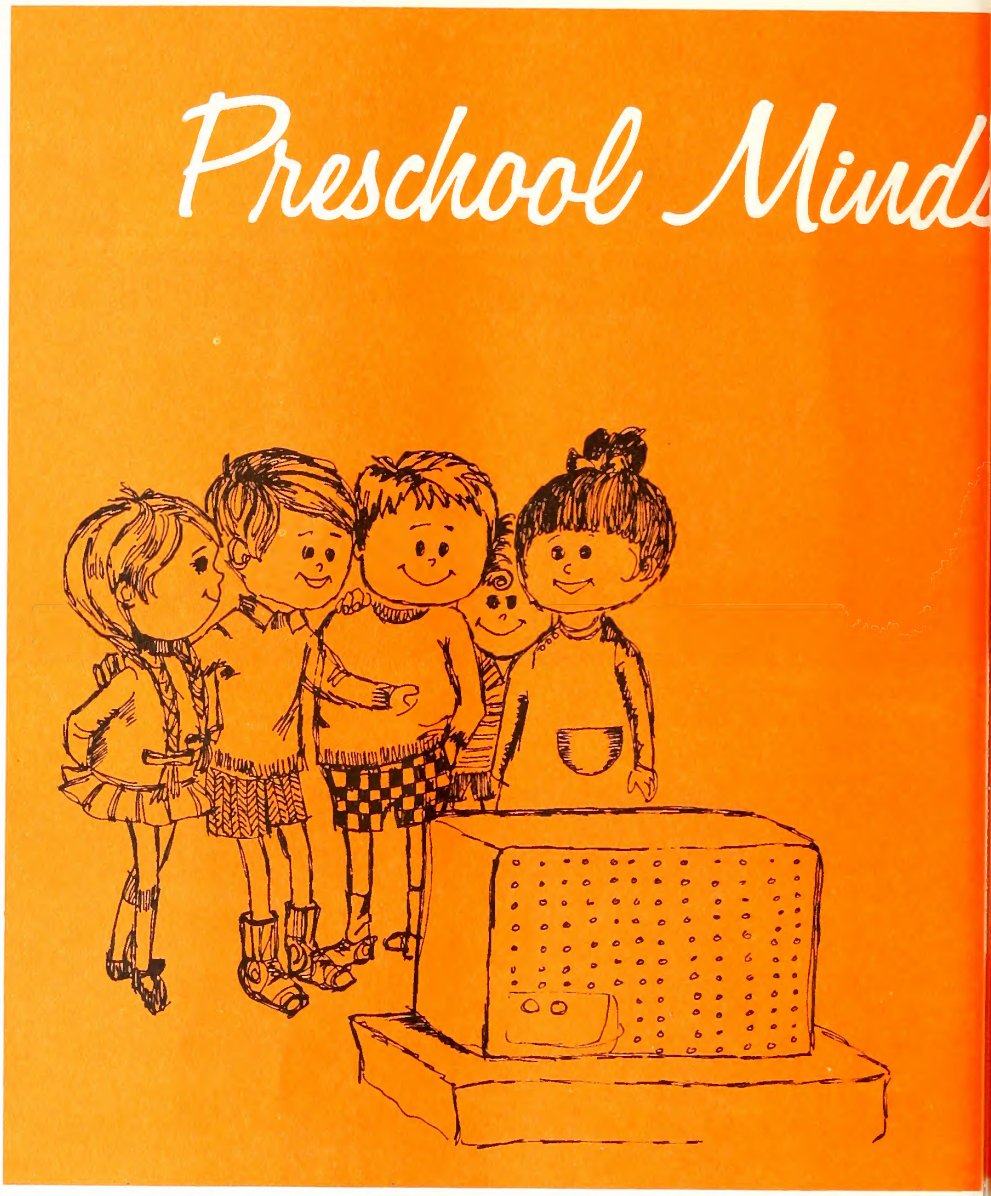
The children were watching a preview of "Sesame Street," a new television series designed to instruct while entertaining the preschooler. They're among thousands of preschool children who'll become involved in an unprecedented experiment in educational television when the new series goes on the air.

Beginning November 10, the program will be broadcast to 163 television stations across the nation by the National Educational Television (NET) network. The 26-week series, 130 hour-long color telecasts, is meant to prepare young children for school. The show will determine if the techniques and approaches effective in commercial television can be successfully adapted to teaching.

Produced by NET's Children's Television Workshop, the series will be aired in North Carolina on the University of North Carolina Educational Television Network (UNCET). It will be shown daily, Monday through Friday, at 10 a.m., with the exception of the Charlotte area where the program will be rerun at 4:30 p.m. each day.

A year in the making, the new series was created as the result of $8 million in grants from the Carnegie Corporation, the Ford Foundation, and the U.S. Office of Education. The Children's Television Workshop is headed by executive director Joan Ganz Cooney, an award-winning producer of documentaries who directed a study of television's potential in preschool education for the Carnegie Corporation. Staff and board members for the show include teachers, information specialists, research analysts, and cognitive psychologists.

To assure the validity of the series' content, the producers are also working in close cooperation with a number of advisers and consultants who are experts in the fields of child psychology, curriculum, educational theory, early childhood development, and other areas of psychological research.



"Sesame Street" will be the first show in the history of television to have its content shaped by a target audience before it goes on the air. "We believe 'Sesame Street' will be the most researched, tested, and studied program in television history," said Mrs. Cooney.

The show is designed to help teach a variety of skills that children need when they reach school age: recognition of letters of the alphabet, words, numbers, and geometric shapes, as well as counting and reasoning skills. The series will also attempt to teach the child how to get along with others and to increase his awareness of himself and the world around him.

Techniques that have proven successful in commercial television will be used to hold the child's attention while teaching him. According to Mrs. Cooney, many preschoolers have already learned to recognize letters and words from seeing them repeated on commercials designed to sell soap, toothpaste, and other items. "Sesame Street" will use short, highly entertaining cartoons on individual letters, numbers, and words. Specially-created films taking the children on trips to explore the outside world will also be featured along with puppets, music, and story readings.

Much of the material intended for use on the program has already been tested on preschoolers with positive results. The J spot, for example, uses simple cartooning and a catchy jingle to teach the letter J. When tested on children with varying backgrounds, it was found that as few as four or five repetitions an hour, during regular children's programming, established 100 percent recognition of the letter. And the children weren't bored by the repetition. Staff members found that children tend to repeat the jingle after hearing it for the second or third time.

Open On "Sesame Street"

Further research revealed that children who participated by repeating the jingle tended to learn more.

In addition to prebroadcast research, a separate phase of research and evaluation will be undertaken by Educational Testing Service of Princeton, N.J. The agency is testing a nationwide sample of preschoolers — before the series begins and after the programming — to determine how much the children learned.

The set of "Sesame Street" contains a replica of a two-story apartment house, a candy store, a fenced excavation site, and a vacant lot that doubles as a playground for the neighborhood children. Several hosts, the leading citizens of "Sesame Street," will appear each day; they are students and teachers, shopkeepers and housewives, black and white. Regular visits will also be made by the puppet troupe, neighborhood children, and from time to time guest stars in cameo roles — Harry Belafonte, James Earl Jones, Carol Burnett, Lou Rawls, Burt Lancaster, and Dick Van Dyke.

Various types of preplanning and follow-up activities can be used with the programs to increase their effectiveness, according to the show's producers. Small groups of preschool children could watch the programs together with a volunteer mother in charge, for example. Various organizations across the country, including the National Council of Jewish Women and the California Teachers Association/Southern Section, are actively promoting the program and related activities.

Materials produced to increase utilization of the show include the *Parents Guide,* a monthly publication giving advance notice of each day's program as well as suggested follow-up activities. The *Guide,* which comes with a colorful poster for the children, is available for $2. Stations carrying the program have received quantities of the publication for free distribution to poor families. Also available to stations are more detailed descriptions of the series, prepared especially for teachers of preschoolers in the form of a fact sheet entitled "Memo to Teachers."

The series is not intended to replace kindergartens or nursery schools. But it is hoped that it will reach the large numbers of children unable to attend. The new series can, however, be of great value to existing early childhood development programs.

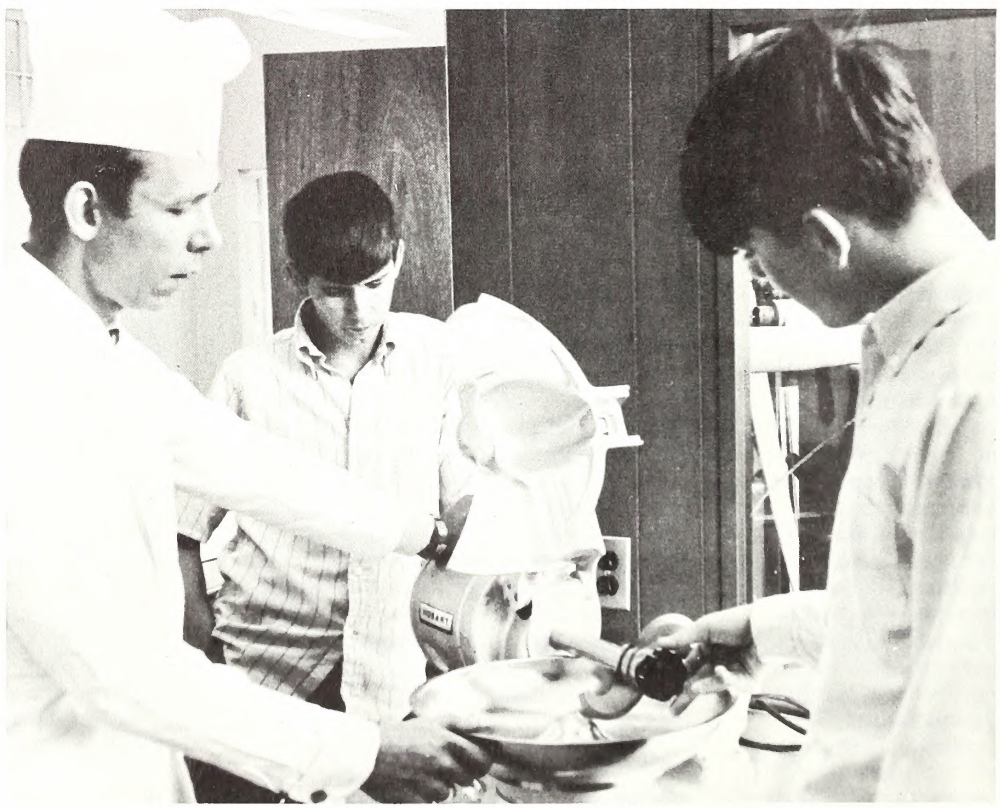
With such a large potential audience — even 90 percent of American households with incomes of less than $5,000 a year own at least one television set — the new series could prove a tremendous boon to preschool education. As for the harried mother with no kindergarten facilities available, the new program can be the next best thing to a built-in teacher.

DELLA: Della is now repeating the eighth grade. Prior to entering the program she was well known as a fighter, scratcher, and hair puller. Her hair was constantly tangled, her appearance was disheveled, and she snorted through her nostrils like an angry bull.

RAYMOND: Raymond entered the program directly from a juvenile training school. Mentally, he was capable of fifth grade work, but he couldn't read. He lost interest in school and sought acceptance from a gang.

DAVID: David never liked school and was frequently absent. His father has a fourth grade education and works as a cab driver. The family is on relief. There are two younger sisters, both of whom are sick and frequently absent from school.

Junior Education Work Training Program: A Way Out



Chef Gary Kay demonstrates food chopper to students enrolled in Durham food services course.

Many of the case histories are depressingly familiar. The children repeat first one grade and then another. They become disinterested. Truancy rises. Many get into serious trouble and a training school term is added to their already poor records. And finally, most of them drop out.

For these students in Durham, there's another way out – the Junior Education Work Training Program (JEWT) begun last year. The JEWT program combines occupational training with academic work and catches students at the junior high school level before they are eligible for high school vocational courses. "It was designed," said Director of Career and Occupational Education James L. Turner, "to assist students who are unmotivated and underachieving, or students who have financial, emotional, and home problems."

For half the day – morning or afternoon – students are grouped into self-contained classes for academic subjects. They are carefully tested to find their academic level, and from there the instruction is heavily oriented toward practical application of knowledge. "These kids have to have the specifics of seeing, hearing, smelling, and touching to learn," said Ed Alderman who heads the JEWT program.

English, for example, might be taught by writing job applications and job descriptions. Newspapers are much used. Math is taught in terms of figuring out costs; science, by relating material to the moon shot; and social studies becomes learning about the mayor or local government in terms of specifics rather than abstractions.

Interdisciplinary approaches are also used for continuity. A class might pick up some grammar from writing themes on "How to Bake Biscuits," some math from calculating how to divide ingredients, and science from a discussion of heat and its action on the ingredients. Throw in how the oven works and they've learned something about electricity to boot. And that doesn't even touch such things as how the flour is produced, the biscuits marketed, or their nutritional value.

Through it all, Alderman noted, work training is emphasized. "Industry continuously asks us for people with good work attitudes – people who know what is required of them to fill a job and who are willing to work." The JEWT teachers, Alderman said, try to show the dignity of work. All kinds of work – not just professional occupations.

These students are hyperactive. They fidget and their attention span is limited. "One of our main problems is their inability to communicate effectively," said one teacher. "Over the years they've developed the ability to turn a teacher off. Sometimes they just don't understand what's going on. Other times they're just plain bored," he continued. Teachers must change pace frequently. Short breaks are a necessity.

Along with academic instruction at their own level, the JEWT students get actual work experience. Many leave school at noon for regular jobs at regular wages. Bagging at grocery stores, serving as cashiers or helpers in restaurants, service station work, clerking in drug and variety stores, and dishwashing are just a few of their jobs. Many are placed in jobs by teachers or the system's occupational education coordinators who work closely with the employers, visiting the places of employment, and checking into student difficulties, etc.

If it weren't for the JEWT program, formal schooling would be over for most of these students. They need their jobs. One boy pays the family light bill, boosts the grocery budget, and pays for his own clothes. Another had a telephone installed in his home – for the first time. One said, "I just don't like bumming from my Mom." Most have checking accounts.

For students not ready for actual work, the flexibility of the program is amazing. Some take two sections of JEWT classes, others can pick up a regular class in math or English if they need it. They can take electives and participate in extracurricular activities. The older students, who've decided what career they'd like to pursue, can take regular vocational education labs along with JEWT classes. These range from cosmetology to carpentry and give the students a saleable trade.

For students interested in food service and its related occupations, another opportunity has been added: a real restaurant-tea room at Carr Junior High School. This phase of the program is called Food Education and Service Training (FEAST). It's a three-room complex with an in-school restaurant complete with thousands of dollars worth of commercial equipment (ESEA Title III) and chef-teacher Gary Kay. After their JEWT class, students in FEAST head for the restaurant, don aprons, and prepare a first-class luncheon. They've got the equipment to teach everything from hotel cooking to short order preparation, and students are also exposed to other aspects of food services such as waiting on customers, acting as cashiers, cleaning up, and maintaining equipment and supplies. In addition to running the restaurant they receive an hour of food service theory from Kay. Instruction ranges from the opportunities available in food service to explanations of terms like "fromage," "soup de jour," and "a la carte."

Kay hopes to make a little profit by serving the public and teachers (students not in vocational courses are required to patronize the school cafeteria) and doing a little weekend catering. The profits will make token wages possible, as well as offsetting the cost of supplies.

Last year there were only 54 students enrolled in JEWT or some phase of it. This year a tenth grade section has been added to the program – further help in moving students into regular high school vocational subjects, and 180 students, grades 7-10 are enrolled. There are 85 more on the waiting list.

Most are enticed into the program and back to school with the hope of work and wages. Some enter the program, however, because they've been lost in regular classes. "They understand me here," said one girl of JEWT. The reasons are varied, but the program seems to be an unqualified success. "It showed him that if he didn't have an education and training, he couldn't make good," wrote one grateful mother.

Attendance and discipline problems have been reduced significantly according to one principal. He also thought it important that friendships and group identities have been developed. "They are no longer 'loners,' and they seem to enjoy coming to school," he said.

As for DELLA, she wants to become a nurse and has signed up as a volunteer at a nearby hospital. RAYMOND likes his JEWT class and is taking a special remedial reading course in the afternoon. And DAVID gives his sisters spending money and helps with the family grocery bill.

PINECREST HIGH SCHOOL

IT'S A MOD, MOD WORLD

George Hearn

Editor's Note: George Hearn, a student at UNC-Chapel Hill, worked last summer as a journalism intern for the Southern Pines Pilot. "It's a Mod, Mod World" was written for a special issue of the Pilot about Pinecrest High School. Much of the publicity the school has received is due to the efforts of Cy Lynn, the school's information officer. His position is supported by ESEA Title III and his duties include presenting the school's program to both public and professional groups through all media. One project was a school press conference complete with free lunch and bulging press kits for the newsmen.

"Well, Johnny, what did you do at school today?"

"Oh, I spent a couple of mods in the Resource Center before interrelating with my team teachers in a small discussion group."

"You did what?"

"Yeah, and then I grabbed a snack at the vending area before taking a self-test on my third LAP in History."

"You studied History running laps around the track?"

"Of course not. You know I only have physical education mods on Tuesdays and Thursdays immediately before my class in Graphics and Industrial Communications."

"Now let me get this straight: you interrelated during physical education by taking a mod to study History?"

"Not exactly, but I did listen to a panel discussion on the merits of Chaucer before devising a new library coding system in my data processing course."

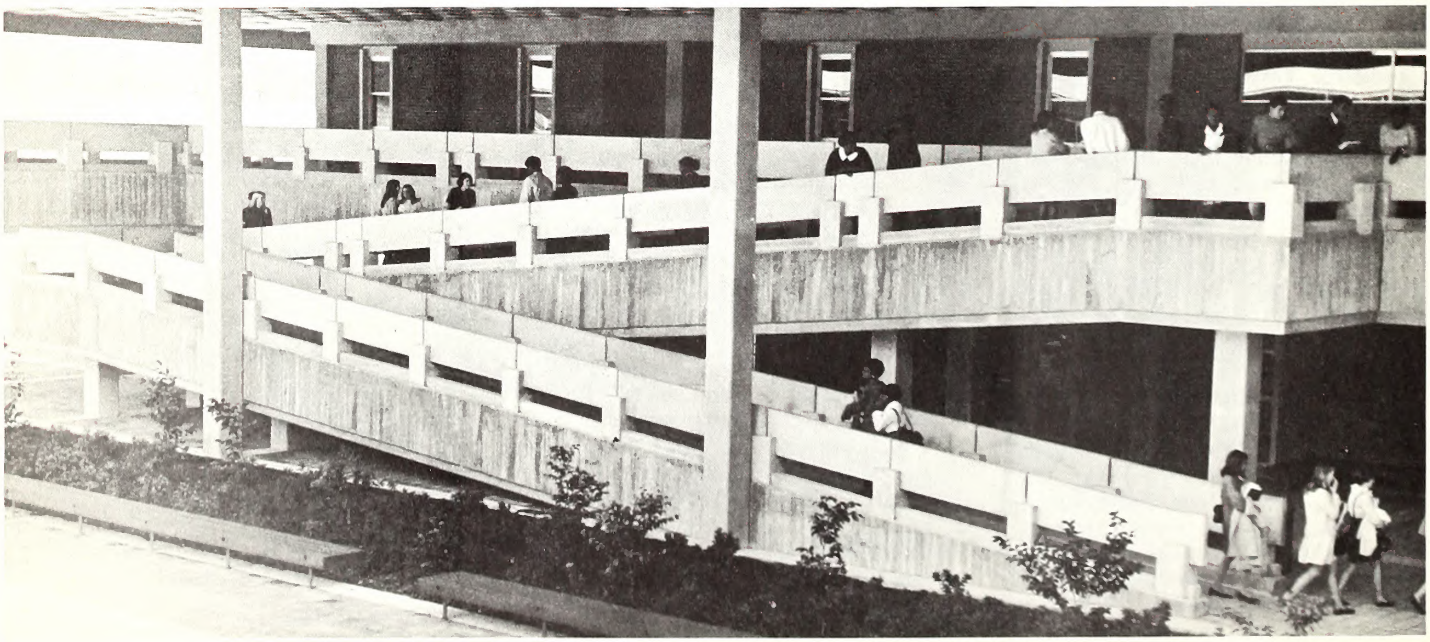
"Well, did you learn anything?"

"Sure, during my directed independent study, I learned how Einstein arrived at E equals MC squared."

"Well, you go wash your hands while I interrelate with the pots and pans and fix your supper. Whatever happened to the little red school house . . .?"

Pinecrest is an all-electric school located in a 120 acre campus on U.S. Highway 15-501 near Southern Pines. An enrollment of 1,700 is expected this fall.

A mild climate makes outdoor corridors possible at Pinecrest. The wide ramp was built with handicapped students in mind. (Photos by Charles L. Wright, SDPI photographer.)



ore County's New Attraction

Nancy Jolly

Moore County used to be known for its steeplechases, millionaires, golf courses, and mild climate. Now the county has another drawing card — Pinecrest High School.

The result of consolidating seven high schools in three administrative units into one new structure, Pinecrest opened last fall with a list of innovations assured to entice any educator: team teaching, flexible scheduling, independent study, data processing, dial access information retrieval, and on and on.

Innovations began with the school's three-building complex — stark and modern but not shocking — the kind of structure that wears well because it's based on utility. Everything in the school, from outside corridors that don't require lighting or heating to the startling use of space, is functional.

These buildings were planned to house new teaching techniques — there isn't a single 30-student traditional classroom in the layout. Instead, each discipline has a suite of rooms. The English suite, for example, spreads around a huge conference room where over 150 students can gather for a lecture. Around it are small conference rooms, teacher's offices, and a resource center or laboratory where students can study, pursue independent projects, seek help from the teacher on duty, view films, or find resource materials.

Even the furniture was designed for new uses. Instead of the usual school desk that is hard to fit into and almost impossible to store or move about, Pinecrest students use separate lightweight desks and chairs. The desks can be fitted together to form a perfect circle for small group work, or lined up for lectures. Chairs are so easy to move they can be taken outside to the central garden-like courtyard for assemblies.

The use of space and the new furniture was planned with the team approach in mind, and planning is the first step in team teaching at Pinecrest. Teachers in each subject area work as a team — many have taken two years of in-service education in preparation and most were on hand for a trial run last summer. Instead of textbooks, Pinecrest students use Learning Activity Packages (LAP's), planned by the teams and including a wide variety of related materials, self tests, and, sometimes, a textbook. The packages build during a course and change each year.

Team members are able to concentrate on specialties and teach those areas in which they feel most secure or split duties so that one member can give lectures while others work with small groups. Evaluation is also a team effort — grades come from the team, not a single teacher. According to Principal J. R. Brendell, team teaching at Pinecrest is designed "to give students the best possible presentation of materials through group planning, group instruction, and group evaluation."

Flexible scheduling is used to distribute time according to the needs of each class with the day is divided into 17 "mods" of 20 minutes each. Each course is allotted time on a weekly basis, but the schedule varies from day to day depending on activities. Teachers evaluate the schedule on a weekly basis, and, through use of the school computer, they can change the time allotments from week to week.

The school's 10-piece IBM computer isn't finished when classes are scheduled. It handles county-wide records and frees teachers from stacks of paper work. The machines can also store information on Pinecrest programs and students and compare them statistically with other students. Data processing has been added to the curriculum, and students who have taken the course will help with processing tasks.

When completed, the Pinecrest audiovisual program will be as integral to Pinecrest as computer scheduling. The program is the pride of the 12,000 volume library, a communications center rather than a traditional book room. Foundation funds will make a dial access information program possible so that students in the resource centers or the library can dial a number for a tape and hear it over their headphones. The school is built

Three automated food centers dot the new school, and the foods offered include breakfast items.

with a television studio which includes a raised floor to hide cables. Eventually the studio will be used to telecast programs to all the schools in the county. The equipment will also be used to tape teacher performances for replay or evaluation — by the team approach, of course.

Even administration is a team effort at Pinecrest. Assistant principals in charge of in-service training and curriculum development, student affairs, finance, and scheduling work closely with Principal Brendell. Each has his office in a different building so that a principal is within a few feet of anyone. The school also has an administrative intern program for interested teachers. They are assigned to each assistant principal, in turn, to learn the full range of administrative duties.

There are no homerooms and no lockers at Pinecrest. Open wooden cubicles are used instead of lockers to cut down on noise and secrecy. "Why, they used to keep everything from whiskey bottles to snakes in the locked ones," said an intern. As for homerooms, they just aren't necessary when attendance is taken every mod and there are numerous teacher consultants. Groups of about 15 students meet weekly with their consultant for group discussion of problems and common interests. The school also has three guidance counselors.

Although the food service at Pinecrest is automated, it, too, has the personal touch. The three vending machine areas, complete with modern tables and chairs, also serve as small student lounges. Students eat lunch during free mods — and breakfast foods are included for those who want them. The menu ranges from hot entrees and salads to sandwiches and candy bars. The food is freshly prepared each day, and the machines lock automatically during a power failure.

Some Pinecrest students, however, will get real specialties to eat — at least those fortunate enough to taste the experiments in the cooking classes, which include short order cooking as well as the full complement required of a hotel chef. The vocational program at Pinecrest may well be the most comprehensive in the State, according to Charles Bates, trade and industrial education consultant for the State Department of Public Instruction. Over two years of planning went into the $100,000 program, and the courses offered are the result of a citizen study committee's research. Many will lead to careers that are in high demand in the Sandhills area: horticulture, greenskeeping, cooking, and many other vocations associated with resort areas.

With the exception of the vocational and science laboratories, the entire school is carpeted. It cuts down noise and makes holding several small group discussions in one large room feasible. The inside of each building, including the carpeting, is color keyed. A big chart in the lobby shows students and visitors where to go by heading for the right color.

Two more buildings are planned for the near future. One will house a gymnasium (a field house is now being used) and the other will hold student activities such as band. The entire complex was made possible by intensive study, planning, and citizen involvement.

The school's history actually begins with the much-contested Moore County school merger in 1965. The General Assembly's decision was contested as far as the Supreme Court, but, once it was upheld, the citizens of the county pulled together for quality education. Working with local, State, and national educators, citizen committees were formed to study everything from fine arts to financial problems. Even funding was a group effort — the nearly $3,000,000 investment came from local, State, national, and foundation sources.

"The citizens of Moore County tapped every possible resource to create Pinecrest High School and develop a relevant curriculum as well as a truly modern facility for their children. Their efforts have excited citizens throughout the State," said State Superintendent Craig Phillips. But most excited over the new school are its 1,700 students.

"We've had students speaking up — actually getting involved — who haven't said a word in class for years," said Mr. Brendell proudly. ■

The library at Pinecrest is no traditional book room. The 12,000 volume facility also features extensive audiovisual equipment; learning laboratories; and small, intimate study carrels.

STATE LEADERS HIT THE TRAIL

Jim Jackman

Practicing what they are preaching, State Supt. Craig Phillips and his top administrative aides have been hitting the trail to explain the new orientation of State agency activities to groups of educators and laymen across the State.

Again and again, in talks to teachers at NCEA District Conventions and in small group meetings of superintendents, board members, and local administrative staff members, Dr. Phillips summarized the emerging concerns of the new State administration:

(1) More effective and extensive involvement of teachers, students, and the lay public in planning and evaluating educational programs
(2) Attentiveness to relevancy in all program planning and appraisal
(3) Greater flexibility in requirements, services, and funding procedures
(4) Total program planning as opposed to promoting various segments

All these efforts, Phillips asserted, must be pursued together to assure the designing of curricula, activities, and facilities that come closer to attaining the primary goals: arousing the interest and serving the needs of many types of students.

Speaking to teachers and principals, Dr. Phillips stressed the commitment of the State Department of Public Instruction, in the name of the State Board of Education, to placing more responsibility with local school staffs in selection of instructional materials and in allocation of staff positions, noting that several moves in this direction had already been made, with legislative support.

Regarding supplementary textbooks, Phillips said, "We hope that this means that teachers, who know best the kinds of materials the children need and must have, will be involved in the selection of these materials."

At each meeting, he introduced the staff aides who accompanied him for part or most of the visits: Dr. Jerome H. Melton, assistant superintendent for program services; Dr. Max Abbott, assistant superintendent for special services; Dr. H. T. Conner, assistant superintendent for research, planning, and development; State Board of Education Controller A. C. Davis; and William W. Peek, special assistant to the State superintendent.

Funding problems and the redirection of occupational education services were the topics which generated the most discussion in these meetings. The local school leaders were obviously much distressed about the thicket of regulations, guidelines, policies, and other requirements they are required to negotiate in setting up their programs.

The lags between necessary planning at the local level, appropriations, and authorization of federal funds in particular, were subjects of lamentation on the part of many local school leaders. One superintendent remarked wrily, "Over and over again we have been required to operate on faith, and too frequently it turned out to be hope and charity."

A. C. Davis, State Board of Education controller, fielded most of the questions about financing procedures. Allocation practices that have grown up over the years have indeed hampered planning total school programs, he said. "Categorical aid, both Federal and State, creates some of this segmentation in program planning," but changing these longstanding procedures would be a slow matter, he maintained, even with concerted public support for the changes.

Supt. Phillips and Dr. Melton both pointed out that this is just one of the urgent reasons for intensifying and improving public relations efforts, as well as for increasing local financial support. Melton noted that it is necessary also to carefully scrutinize every guideline and regulation to assure that every permissible alterna-

tive is considered.

Reviewing some of the main changes in the organizational structure at the State level, Dr. Phillips observed that new assistant superintendencies had been created with special concern for total program planning, lay and professional relationships, and research and development. These new positions signal the commitment to step up departmental assistance to local personnel in these areas, he said.

"At the management level, we are attempting to develop a team approach to help you do your job," he emphasized. "We are trying to redirect the resources and efforts of the State Department staff into consulting capacity rather than a technical, regulatory capacity.

"On your side of it, we would hope that you will be more concerned than ever about the relationships that exist in your classroom, your school, and your community. We would hope that you are in a position to make what goes on in your classroom much more relevant than it's ever been in the past.

"And unless you become a part of a team of community people who are taking a look at what we're doing and what we're not doing and what we must support, then we're not going to get the kinds of resources that we need to do our job.

"Finally," he concluded, "the summer has brought to me a strong conviction that unless we find a way to sit around the table with young people and let them become involved with what you and I do, then we are not going to find that relevancy we are so desperately seeking."

At the small group meetings with superintendents and local board members, Phillips and the State staff members expanded upon some of these concepts. These meetings, usually breakfast, luncheon, or supper affairs, were informal give-and-take sessions, with no set format, but following the lines of inquiry of each group.

Returning to the "community team" concept, the State agency team reiterated that public relations should not be considered in terms of "selling" education to the people, but rather as "involving as much of the public as possible in helping solve the many problems which impede development of truly relevant programs." Phillips remarked that it is a pure waste of resources not to enlist the expertise and leadership ability of businessmen, industrialists, and representatives of various professions. Melton asked the local officials whether they had really made an effort to inform community leaders of such problems as were being discussed in these group meetings.

Optimism is essential in these community relations efforts, Dr. Phillips pointed out. A local board chairman confirmed that he had found business and industrial leaders more than willing to help if the problems and possibilities were presented to them forthrightly and concisely.

Dr. Abbott requested the local school leaders to share with him any approaches they developed that were especially successful in improving relationships with the public between professional educators, and between educational agencies. He noted that he would be working in the area of all these relationships, in the effort to bring State services closer to people, all along the line.

Dr. Melton outlined the steps already taken by the State Board of Education to encourage more comprehensive program planning in occupational education and special education. He called attention to the change from allotments of specific types of positions in these areas to the "man-months" approach, which allows more initiative to local school officials in staffing.

He stressed that there has been a distinct shift in philosophy at the State level, reflected in the reorganization of staff, especially in occupational education. "We are working at developing a staff of consultants who will work with you on developing your total occupational education program, across the board, rather than pushing any one area at the expense of others," he told the group. "Our plans call for placing these consultants in regional offices, so they will be more readily accessible to meet with your people for orientation, planning, evaluation, and trouble-shooting, when this is needed."

"What we're saying to you in all this," Dr. Phillips explained, "is *you* decide about staffing and course offerings, in light of your team's appraisal of needs in your communities, which most likely are changing considerably.

"We're saying to you, try to involve *all* who have a stake in occupational education, and this means the general public as well as business and industrial leaders, for after all, most of our youngsters are not going to be completing a college education.

"We're saying, coordinate your efforts with those of your area technical institutes, community colleges, and satellite centers. Employ all the expertise you can muster!"

At the State level, Dr. Melton observed, there will be continuing efforts to coordinate the various types of programs being offered for the handicapped, emotionally disturbed, and disadvantaged, through interagency consultation, and this should apply also to local planning.

Another area of concern, the State superintendent noted, should be more effective and year-round use of school facilities, with the constant recognition that the schools belong to the public.

Dr. Conner, pointing to the importance of his administrative area, remarked that it is to be hoped that decisions regarding what is to be promoted in State and local programs will not be based simply on "group dynamics" of planning bodies, but upon the most solid and objective evidence that can be secured. We need more than educated opinions about solutions to problems before we channel resources and make choices, as we must within limited budgetary, personnel, and facilities resources, he said.

"What people *want* and what they *need* are not necessarily identical, in educational programs, as well as in other aspects of life," Dr. Conner remarked. "Evaluation of our programs and policies must be guided in large part by research findings, by the evidence of the degree of effectiveness of various approaches and methods. Often, this is the biggest gap in program planning. We cannot afford to continue this way, with the increasing complexity and expenses of educational materials and facilities."

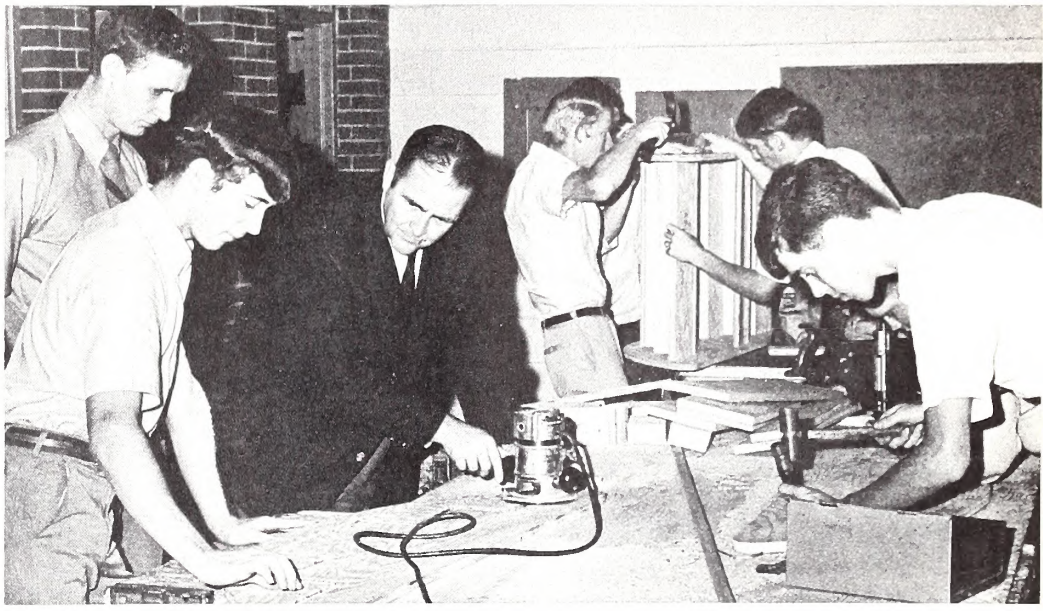
William Peek, special assistant to Dr. Phillips, made several observations about communications with the legislature and local governing bodies. "Our representatives really do want to know what the people back home are asking for, more than they want the opinions of educational experts. Even the recommendations of study commissions will not receive more attention from legislators and county commissioners than decided indications of public opinion, in most cases. The point is to keep the public well informed about our problems and goals, so public opinion is based on maximum understanding rather than simply upon reaction."

Dr. Phillips picked up the theme: "Never before in our history has the public been so dissatisfied about the performance of our public schools in various areas. Again and again, in talking with legislators, mass media people, and others whose business it is to gauge public opinion, we have come up against this statement: 'The people do not want just more of the same.' Opinions as to the remedies or improvements required differ widely, but the main message comes through loud and strong.

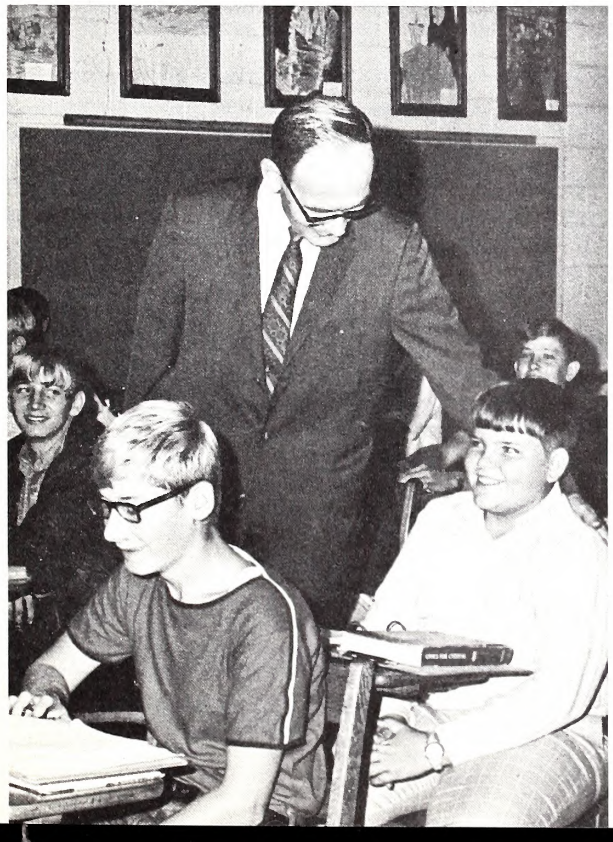
"Yet with this mounting reaction, we find that our people's faith in education is not declining; the disagreement is about ways and means.

"It's up to us to get the message across, to inform and involve the public so that our decisions will be guided by enlightenment and full discussion. ■

STATE LEADERS HIT THE TRAIL



Above, McDowell County Assistant Superintendent James Johnson points out to State school officials unusual features of the site for the county's new consolidated high school. From left, the spectators are McDowell Superintendent Culver Dale; State Superintendent Craig Phillips; his special assistant, W. W. Peek (behind Phillips), Dr. H. T. Conner, Dr. Jerome Melton, A. C. Davis, and Dr. R. Max Abbott. **Right,** Dr. Phillips got a good chance to observe shop activities at Pleasant Gardens School near Marion, a 12-grade McDowell County school which is slated to become an elementary school when the new consolidated school opens. (Photos by Charles L. Wright, SDPI)



Left, Exactly what Dr. Melton said to this student is Mrs. Veo Gibbs's ninth-grade civics class at Pleasant Gardens School was audible only to a few amused classmates. **Above,** at dinner meeting in Boone, Dr. Max Abbott talks with school officials. Seated across the table, from left, are Dr. Abbott, Superintendent Eugene M. White of Caldwell County, and his Board of Education Chairman, M. R. Corpening. On this side of the table are W. W. Peek, special assistant to the State Superintendent, and Brown Ferguson, Chairman of the Mitchell County Board of Education.

EPDA: New Route to the Classroom

Vester Mulholland, Special Assistant, Research and Planning, State Department of Public Instruction

A few said they had avoided teacher education in college because they wanted to concentrate more heavily in their major fields. Others were housewives and mothers who wanted to brush up on old skills before returning to the classroom. Some chose their majors too late to take any education courses. But despite their certification differences, they all wanted to be teachers. "Because I feel I should become involved with people," said one girl. "And teaching is the way to do it," answered another would-be teacher, participating in one of the Education Professions Development Act's (EPDA) teacher preparation centers last summer.

The eight experimental EPDA (Subsection B-2) programs located in North Carolina drew approximately 160 prospective teachers and 20 individuals planning to be teacher aides. Federal subsidies and per diem allowances did much to attract them into the classrooms. Blitzkrieg training techniques were developed to qualify the new teachers or teacher aides needed to meet the continuing teacher shortage.

The EPDA programs were conceived as one way to identify and recruit college graduates with few or no professional courses in education who might desire to teach, those already prepared to teach but who were not in the profession during the past year, and prospective teacher aides.

When schools opened in September, approximately 90 percent of the EPDA trainees had been assigned (on B certification) to classrooms across the State. Some are primary and elementary teachers, others are assigned to high school subject matter, a few are special education teachers, and some are vocational teachers. The Cleveland County project was unique in that it was planned exclusively for teacher aides.

Whether teachers or teacher aides, the trainees' preparation didn't stop when they went into the classroom. It's still going on. During the school year they are assigned to teachers who are responsible for the continuing awareness and growth of each new teacher or teacher aide. Each buddy teacher receives renumeration for the work from federal funds. The assignees may receive certification credit for student teaching through this phase of the program.

Buddy teachers have daily contact with the new recruits. They are on hand for clarification of immediate concerns; interpretation of policies and regulations; and continuing orientation to facilities, services, and community resources. Along with listening and reassuring the new teachers, their mentors are invaluable when it comes to planning and evaluating duties.

During the current school year, the summer participants are also attending seminars, workshops, and conferences designed especially for their benefit — and for certification credit where possible. Topics touched in the summer — use of audiovisual aids, teaching techniques, etc. — can be treated in depth during the in-school conferences.

Teacher aides are also engaging in special in-service programs. These workshops deal with developing skills in the areas of instructional support and clerical support, housekeeping and monitoring tasks, as well as the aide's position as a member of the teaching team.

Participants were recruited by various means. Newspaper articles announcing the new program were used, and in one area an advertisement was carried in the local newspapers. Civic club, radio, and television announcements were common techniques, as were the personal contacts of all the project coordinators. In addition, placement bureaus in nearby colleges were utilized, and applications on file in school offices were unearthed to find trainees.

The realities of the classroom were kept in mind as orientation activities and seminars were planned for the trainees. Most of the summer sessions stressed basic skills. All prospective teachers and teacher aides, for example, worked for some period of time in the schools where they would be assigned. The participants, usually in cooperation with local teachers, supervisors, or administrators, became familiar with record systems, marking systems, audiovisual aides, instructional materials, bus regulations, physical facilities, and school policies.

Flexibility was perhaps one of the most significant characteristics of the eight summer programs. Since hours, courses, and credits — according to the guidelines and contractual agreements of B-2 — were to be minimized in each of the programs, it seemed natural to focus attention on the specific needs of each prospective teacher or teacher aide. But common needs, it turned out, outweighed specific needs. As a result, much of the planning in each center emphasized the broad and practical aspects of teaching.

Observations of classroom situations, though limited in some programs where summer sessions weren't in progress, were stressed in all eight preparation centers. Coordinators and participants alike said that additional time for classroom observation and participation would improve future EPDA programs. In some centers simulated teaching followed by critiques served as a valuable substitute for actual classroom responsibilities.

As part of each project, seminars, workshops, and discussions were also held. Such topics ranged from awareness of objectives, methods, and techniques of teaching, to testing as a way of learning. Motivation, conditions under which learning best takes place, developing study skills, planning for classroom effectiveness, and the teacher and the law were also discussed.

The eight North Carolina programs used a wide variety of consultants: local teachers, supervisors, and administrators; college and university personnel; individuals from business, industry, and the other components of the community; and members from the State Department of Public Instruction. Utilization of resource personnel — no one of whom was responsible for a comprehensive study of any one topic — along with the limited time allotted the exploration of topics, are areas which will be evaluated for their potential effectiveness during the current year.

Individual evaluations of the eight summer projects — ranging from three to six weeks in length and involving a total of 27 administrative units — are now being analyzed for use in planning future projects. ■

NEWS BRIEFS

Charles H. Jourdan Retires

Charles H. Jourdan retired as director of the Division of School Plant Operations for the State Board of Education on October 1. He served the schools of North Carolina for 20 years.

Jourdan joined the plant operations division as a mechanical engineer in 1949. Previously he served in the U.S. Army Air Corps, the Worthington Pump and Machine Corp. of Washington, D.C., and the New York Telephone Co. in Brooklyn, N.Y.

Following Jourdan's retirement, Carsie K. Denning became director of the division. He has been a consultant engineer for school plant operations since September 1962. Previously he worked as a field engineer with the North Carolina Prison Department, and at one time he operated his own plumbing and heating company.

Television Programs Suggested for Student Viewing

Each semester, in conjunction with an advisory panel of distinguished educators, 12 or more outstanding programs from the three commercial television networks are selected for student viewing by Teachers Guides to Television and the Television Information Office. Teaching aids for the programs are included in Teachers Guides to Television, published each semester under the direction of Edward Stanley, former director of public affairs for NBC.

In addition to teaching guides for each of the selected programs, the publication includes a "Related Film List" giving titles and descriptions of films available for use as learning resources before and after the television programs. The film list is a project of the Department of Audiovisual Instruction of the NEA and the Indiana University Audiovisual Center. A bibliography prepared by the American Library Association with suggested reading assignments at various grade levels is also included.

Teachers Guides to Television is published at the beginning of the fall and spring semesters. The publication is available until January 1, 1970, at $1 per semester and $2 for the school year, from Teachers Guides to Television, P.O. Box 564, Lenox Hill Station, New York, N.Y. 10021. After January 1, the price is $2 per semester and $3 per year. Orders for fewer than 10 copies must be accompanied by payment and a 25-cent handling charge per magazine.

Ten remain to be aired:

"Room 222" (ABC)	Every Wednesday
"The Wolf Men" (NBC)	November 18
"Hans Brinker, or the Silver Skates" (NBC)	December 14
"Sahara" (NBC)	December 19
"How the Grinch Stole Christmas" (CBS)	December 21
"A Day in the Life of the U. S." (CBS)	December-TBA*
"Mission Impossible" (ABC)	December-TBA*
"The West of Charles Russell" (NBC)	January 7
"The Golden Age of the Automobile" (ABC)	January 13
"Wild Rivers" (CBS)	February 10

*To Be Announced

Dr. Law Heads Occupational Education Division

Dr. Charles J. Law, formerly an assistant professor in the adult education department at N.C. State University became director of the Division of Occupational Education in the State Department of Public Instruction in October.

Dr. Law replaced A. G. Bullard, who remains with the division as associate director in charge of planning, a newly created position. "The rapid expansion of more comprehensive programs in occupational education throughout the public schools of North Carolina requires additional leadership," State Superintendent Craig Phillips said. "A thorough study of the needs, in consultation with Mr. Bullard, has led to the decision that he can best serve occupational education in the State by concentrating on long-range planning and program development," he said.

Dr. Law joined the Department in 1963 and assisted with the planning and coordination of experimental courses in vocational education made possible by the General Assembly's Clark-Long Act. He left that position in October 1965 to complete graduate work for the Ph.D. degree in educational administration at Duke University.

Director of Federal Relations Named

Carlton T. Fleetwood was named director of the Division of Federal Relations for the State Department of Public Instruction in September. He will direct State administration of all federally funded public school programs.

Prior to the appointment Fleetwood served as State coordinator of the National Defense Education Act. He has been connected with federal programs since the passage of that act in 1957. Fleetwood joined the Department of Public Instruction as a supervisor of driver training and safety education in 1954 after teaching and serving as a school principal in the Robeson County and St. Pauls City school systems.

Dr. Joseph M. Johnston, State coordinator of Title I of the Elementary and Secondary Education Act, had served as acting director of Federal Relations. He will leave the Department in February to become executive secretary of the Southern Association of Schools and Colleges. He is now the president of the association.

Training for Substitute Teachers

Substitute teachers in Mt. Airy are entering the classroom well prepared. They come equipped with a special handbook for substitutes prepared by local Director of Instruction Anne Clark.

At a two-day September workshop, designed specifically for substitutes, the booklet was distributed and discussed. It contains descriptions of special resources available (audiovisual coordinator, speech therapist, music teacher, etc.), lists of substitute teacher regulations, general directions, helpful hints on discipline, and tips on classroom techniques.

At a second workshop session the duties and problems of the substitute teacher were discussed from the viewpoints of the principal and teachers, as well as the substitute. A third session, including classroom visitation and demonstrations of audiovisual equipment, was offered on an optional basis.

State Textbook Commission

Twelve new State Textbook Commission members were sworn in by Secretary of State Thad Eure in September. Appointed by Governor Bob Scott, upon recommendation of State Supt. Craig Phillips, the members hold their offices for four years.

In accord with amendments made by the 1969 General Assembly, six are elementary teachers or principals, five are high school teachers or principals, and one is a superintendent. *Elementary division:* Mrs. Mary Sharpe Owens, Kinston; Robert M. W. Gammon, Forest City; Mrs. Dorothy Steele, Charlotte; Mrs. Louise Worthy, Wilmington; Mrs. Texie Fleming, Winston-Salem; and Mrs. Gale Lucas, Plymouth. *High school division:* Dr. Robert Nelson, Morganton; Dudley Flood, Bethel; Mrs. Iris Hunsinger, Greensboro; Dr. N. A. Miller, Boone; Mrs. Ruby Smith, Asheboro; and M. W. Weaver, Nashville.

Transportation Ruling Affects Thousands

More than 95,000 North Carolina students are involved in the recent federal court ruling that declared it unconstitutional to bus some but not all city school children who live a mile and a half or more from school.

The state law which was declared invalid had entitled city students living in areas annexed by municipalities since February 6, 1957, to bus transportation if they live a mile and a half or more from school. There are 41,614 Tar Heel students living in such areas. Another 54,008 would be entitled to bus transportation if the mile and a half rule were applied uniformly to all city youngsters.

"The only fair and equitable way to solve this problem is to provide uniform transportation. It's going to cost money, but we have to say every child residing at least a mile and a half from school is entitled to transportation," said Chairman of the State Board of Education Dallas Herring at the September meeting of the Board. March 1 is the date set to either halt bussing for the city students who receive it or to extend the privilege to all qualified city students. The court in its ruling said that the State could provide bus transportation for county pupils and not for city pupils, but that it could not discriminate among city students.

Approximately 589 new school buses would be required to bus the additional 54,008 students. School buses are purchased by local units at about $5,000 per bus. It is estimated that the State will pay approximately $27 per child this year to operate buses. State funds of about $1.5 million per year would be necessary to extend transportation to all city students living a mile and a half or more from school.

Students not affected by the ruling include those who live inside a city and are bused to a county school, students who live in the county and are bused to a city school, those who live in one city and are bused to school in another city, and special education students who are bused from one school to another.

attorney general rules

Excerpts of rulings from the State Attorney General's office are presented here as an information service. Complete copies of the rulings may be obtained by writing Division of Publications and Public Information, State Department of Public Instruction, Education Building, Raleigh 27602.

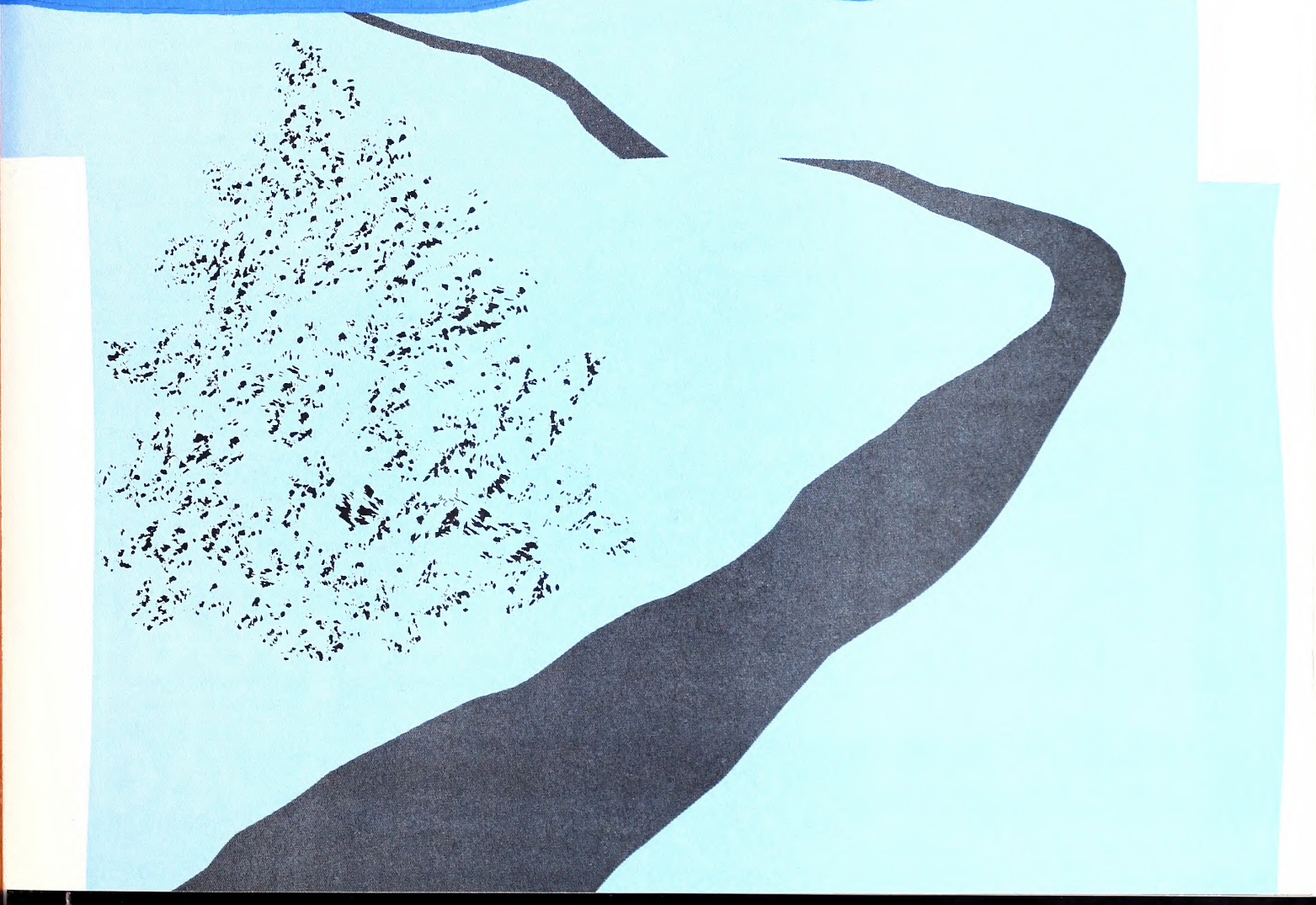
September 4, 1969 . . . you asked to be advised whether your board of education could promulgate parking regulations and charge the student for use of parking facilities.

"Without doubt, the board of education may not legally adopt any such regulation whereby the individual student is charged a fee in order to park. There is no authority for such action contained in Chapter 115 of the General Statutes. On this point, it is interesting to note that our State supported Colleges and Universities are entitled to charge for parking on campus but this is provided for specifically by statute. We think that the same type of permissive legislation would be necessary to allow boards of education to charge for parking facilities.

"The board of education may, however, in the interest of safety, limit the number of cars that may be parked. Furthermore, the board may authorize you and its other principals to mark off designated parking areas and prohibit student parking in any other areas of school owned property . . . ."

NORTH CAROLINA PUBLIC SCHOOLS

VOLUME 34 / NUMBER 4 / DECEMBER 1969



NORTH CAROLINA PUBLIC SCHOOLS

Volume 34 / Number 4 / December 1969

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Official publication issued monthly, except June, July and August, by the State Department of Public Instruction. Second class postage paid at Raleigh, N.C. Unless otherwise noted, no credit or permission is required for reprinting, with the exception of articles from other publications reprinted herein. Mailing address: **North Carolina Public Schools**, Division of Publications and Public Information, State Department of Public Instruction, Education Building, Raleigh, N.C. 27602.

EDPRESS

From the State Superintendent

There's a parable by Olive Schreiner that's a real favorite of mine. I've used it many times recently because it expresses for you and for me as educators the exact situation in which we find ourselves.

"There's an old mother duck who, having for years led her ducklings to the same pond, still persists in bringing her younglings down to it, even though the pond has been drained and nothing is left but baked mud. And she walks about with flapping wings and anxious quack, trying to induce them to enter it. But the ducklings, with fresh young instincts, hear far off the delicious drippings from the new dam which has been built higher up to catch the water, and they smell the chickweed and the long grass growing up beside the dam, and they absolutely refuse to disport themselves on the baked mud and *to pretend* to seek for worms where no worms are.

"So they leave the ancient mother, quacking beside her pond, and set out to seek new pastures — perhaps to lose themselves along the way, but much more important, perhaps to find themselves for the first time."

To the old mother — and I'm addressing you and me — one is inclined to say, "Ah, good old mother duck, can you not see that the world has changed? You cannot bring the water back to the dried up mud. Perhaps it was better and pleasanter when it was there. But it has gone forever; and would you and yours swim again, it must be in other waters."

I hope we all are aware of the fact that we *must* swim again, and that to do so we must move into new waters. Recognizing this, I would put to us the question, "What are we doing as teachers, principals, school leaders, and parents to make this move?" Nostalgia for old approaches, rallying around dead issues, giving answers to questions that our youngsters are not asking, and evading answers to those they are asking, will inevitably fail to engage fresh young minds in developing the new skills and understanding they need.

I can report to you that we are diligently trying in the State Department of Public Instruction, with the approval of the State Board of Education, to recognize the fact that we must swim in new waters. We are committed to placing more responsibility on you for planning your total educational program. The State Board in recent days has, with legislative support, put the responsibility for selection of supplementary material back on local school systems, and hopefully this means that teachers, who know best the kinds of materials that youngsters need and must have, will be involved in the selection processes.

Furthermore, we have changed the allotment procedures with legislative support, in effect saying to local superintendents, "You and your team make the decisions about how occupational education positions shall be used, about how special education positions will be used." We are committed to the involvement of as many professional and lay people as possible in decision-making at the State level, and to reorganization of the State Department. In all this, we are saying to you that this is the direction we think educational planning should be taking, and we hope you will agree and put these opportunities to good use. Let us hear how you feel we might accomplish these important objectives.

A. CRAIG PHILLIPS

help for those at home

You couldn't find anybody at Central High School — teachers or students — who didn't like Jim Franklin. It was plain impossible not to like him. You'd look at Jim and see a big, friendly sheepdog standing there wagging at you. He could ask more questions than four smart students trying to find out what's on their next test. But Jim wasn't smart.

Oh, he always did his work. Maybe it wasn't on time, and maybe it was sloppy, but he did it. Every year he'd managed to slip from one low ability class to another with D's that were stretched and stretched.

But in football Jim was the best. "Mack Truck!" they'd scream when he came on the field because Jim could block just about anything. But one night he was trampled to the bottom of a pileup and ended up with a broken collarbone. Complications made the setting a nightmare and infection resulted.

Jim stayed in the hospital for months, and a long recuperation at home followed. Football, of course, was over, and with it his plans. Jim had always thought he'd go to college — play ball on a scholarship. Maybe end up a coach someday. But without football, what did he have to offer?

School didn't stop. He hadn't been in the hospital for a week when a soft, motherly woman came into his room and said she was the hospitalized-homebound teacher. Jim was lucky. His school system was one of the few that employed teachers for hospitalized and homebound students in the early 60's. The program has grown since then. In 1965 State funds were appropriated to make such teachers available to many units, and by the 1968-69 school year there were 50 State allotted homebound and hospitalized teachers. This year 10 new positions have been added.

Jim's hospitalized-homebound teacher told him she'd talked with his doctor who said he could continue his schoolwork although writing would be difficult. She'd also discussed Jim with his principal and tenth-grade teachers who felt that remedial work would be needed. His parents hoped that the work might take his mind away from the football field.

So she gave him some work, and said she'd be back later in the week. Hospitalized and homebound teachers usually average two sessions per week with each student. The sessions vary from an hour to two hours.

In larger school units there are often several hospitalized and homebound teachers. The programs may be split so that some teachers handle the hospitalized students while others teach those confined to their homes. Jim's was a smaller unit, so there was just one teacher for everybody. And her schedule was a hectic one. "It's not all that complicated," she laughed, "not if you can learn half a dozen different subjects at 12 different grade levels."

The program is designed for students with a physical disability, usually temporary, that makes it impossible or impractical for them to attend school even with special classes or special transportation. In many of the hospital programs, however, small classrooms are set up for students who are able to leave their rooms. Homebound and hospitalized teachers are also assigned to mental hospitals and other facilities. All disabled students are not eligible. Those who have communicable diseases, for example, cannot be served. Students who are mentally retarded or defective in hearing or vision are usually enrolled in other special education classes. Pregnant students do not come under the homebound program. Children with emotional disturbances, however, can receive homebound instruction if their psychiatrist feels the program is a necessary part of their therapy.

Instructional supplies, textbooks, library books, and other instructional materials and aids are provided as needed by the school where the student would ordinarily be enrolled. Records for the hospitalized and homebound students are maintained by their home schools. The intention of the program is to keep the convalescing student at his normal grade level and thus facilitate his return to the regular classroom. But in some instances the instruction goes beyond this intention.

With Jim Franklin it was almost impossible to maintain a grade level since he was already far behind. In addition, he soon became bored and further behind than ever. His homebound teacher soon found that Jim's problem was far deeper than a broken collarbone. He just couldn't read. Apart from his classmates and the enthusiasm he had expressed at school, his poor reading ability was readily apparent. When it came to working things out for himself, Jim simply couldn't function.

Since he was in for a lengthy recuperation period, his homebound teacher, with the guidance of his doctor, parents, and regular teachers decided to begin again with the rudiments of reading. He was given much encouragement and numerous high interest, low vocabulary books. And they weren't all on the subject of athletics. By the time Jim was discharged from the hospital and sent home, he had learned enough to enjoy reading for the first time. Suddenly he was talking about the things he'd read and thought about.

At home he began working on his schoolwork — with much support from his parents. He had a lot to relearn, and he wasn't content until he actually understood what he was doing. Jim began to attack words and ideas, and when he wasn't able to figure something out, he discovered the dictionary. It sent him racing from one entry to another.

Jim's a senior in college now. It isn't the best one in the State, but he got in, and not on a football scholarship. He's no longer a school personality, of course. But, still, he's very proud. ■

Thurba G. Fuller
William H. Blount School, Wilmington

A little love can work miracles with students. When art supplies and some extra attention are available, for example, the results can be amazing. Creativity takes over and discipline problems just about disappear.

Last year my fifth grade class — Room 32 at Gregory School — became a large animal-making workshop as the result of correlating art and science studies during the year. The students' reaction was overwhelming: those who had been shy or withdrawn became so interested they even asked to stay after school.

The students were studying "Groups of Living Things" in science, and they decided to make some of their own "living things." The class was divided into different groups under the science classifications they were studying — mammals, reptiles, amphibians, birds, and fish. Each group had a chairman, and, before the actual construction of the animals began, the groups conducted research in the city and school libraries. Each group then reported their findings to the class.

Soon everyone was sharing experiences, planning construction projects, and locating materials. No extra materials were bought for the project — the only resources were those on hand at the school or things gathered from the students' homes.

When the Bird Group began to make ducks as their first "living thing," the whole class became so excited that they decided to let each student make his own duck. Ostrichs followed the ducks. The long-legged, long-necked creatures were covered with flowers taken from Easter bonnets or made from plastic bags.

As the animals were being made, the children wrote stories and poems about their creations, and made oral and written reports on every fish, mammal, bird, reptile, and amphibian made by the class. The poems and reports soon dotted the walls of the class as the room became filled with sometimes wobbly, but always lovingly constructed, animals.

Making the milk cow was really fun! Only one-third of the class had actually touched or been near enough to touch a real cow, so making one was exciting — and research came in handy. The poor cow was almost torn to pieces twice before she was completed. Someone would invariably lean on her soft, wet paper body and leave her one-sided. A giraffe, tiger, dog, pig, and an elephant followed. But the children were the most excited about their wax man. They completed him with human hair and false teeth.

Most of the animals were easy to make. The most difficult part was getting them to stand without using wood or wire. Most of the animals were made with papier maché over pasteboard bases, letting the students' imagination take them where it would. Clorox bottles, for example, served as the bases for the teddy bears and poodle dogs. The rest of the body was then made of papier maché and covered with material given to the class by parents and friends. When dry, the animals were so light that the children could easily lift them.

When the students got to seahorses, they were astounded to learn that the female lays the eggs and the male hatches them. They must have wanted the male to be able to watch his brood well — they brought marbles to class to make his prominent eyes.

In this project the children's interest served as a spur to learning. When work in the classroom is related to a student's interests, he sees good reason for learning new material. Such a project also lets a student accomplish a goal — he feels that he's done something by working with his hands. The objects he makes give him a feeling of achievement because he can see, feel, and touch the results of his labor.

If the project is broad enough, the children can learn to work and plan together by sharing the accomplishment as a group. The construction of our seven-foot giant, Paul Bunyan, was carried out by the whole class. Each student had a part in the making of the giant, and each child was commended for his work. Students many times get little praise to help them develop a feeling of success. Praise them — for what limited success they have achieved — and they will take on even more challenges.

When it comes to discipline, arts and crafts in the classroom means more than just an ounce of prevention. The busy pupil doesn't have time to get into mischief. Artwork becomes an outlet for his emotions. Each child, of course, has different needs. And these differences need recognition. It doesn't take a teacher long to find the classroom bully, the shy one, or the fighter — but it does take time and understanding to help each one.

Artwork helps. It can play a major role in student expression. In shaping a duck, a rooster, or a turtle, the student forgets himself, his shyness, or his nervousness. And the bully takes out his emotions on his creation. You suddenly see new faces in the room. Contented, happy, excited faces wearing the smiles of success. ■

TEDDY BEARS, A MILK COW, AND A LONG-LEGGED OSTRICH

LEAD STUDENTS TO SELF-EXPRESSION

There's a lot more to cosmetology than shampooing and styling hair. Although the techniques — when professional — require much training and practice, a little art, and lots of hard work. The cosmetic arts also, however, span subjects such as physiology, chemistry, public relations, sanitation, and a myriad of other topics.

Cosmetology was first taught in North Carolina in 1943 at West Charlotte High School. Offerings were slim throughout the State during the next decade. In the last few years, however, demand and enthusiasm for cosmetology courses has grown. It was realized that vocational opportunities for girls needed to be broadened — cosmetology was one answer. By the 1968-69 school year, 14 cosmetology programs were offered in North Carolina high schools. This year the number has grown to 18.

Unlike other public school programs, cosmetology courses are operated in conjunction with a State agency other than the Department of Public Instruction. Cosmeticians must be licensed, of course, and their training must be in keeping with regulations of the State Board of Cosmetic Art Examiners, whose rules are a matter of public law and public safety. Financially, the courses are a State-local venture: teachers are hired under vocational allotments; equipment is paid for on a percentage basis with State and local funds; and expendable materials — including textbooks — are left to local pocketbooks.

The State Board of Cosmetic Arts requires a minimum of 1,200 hours of training before a student is eligible to take the licensing examination. To meet these and other requirements and to offer a first-class training program, many units have extended their cosmetology programs to 10, 11, or 12 months. At Olympic High School in the Charlotte/Mecklenburg system, cosmetology began operating on an eleven-month schedule this year. Students study for two years. Classes, taught in three-hour blocks, are limited to 20 students each.

Mrs. Henrietta Champion, who teaches the course at Olympic, looks more like a *Vogue* model than a teacher. Her lab, or "clinic" as the students call it, matches — it's gleaming, spotless, and modern. The clinic is split into two sections, one for advanced students and one for beginners. Both are equipped just like a "salon" with rows of wash basins, hair dryers, manicure stands, and customer "stations," or booths, where the real work takes place. A dispensary stocked with shelves of various coloring chemicals and other beautifying supplies divides the room. A small classroom adjoins it.

Dotting the clinic are small, imita-

Cosmetic Arts No Put-On

tion alligator suitcases – student kits. "It's their only expense," said Mrs. Champion, who explained that students must purchase their own equipment – cutting instruments, rollers, clips, cosmetics, manicure equipment, brushes, and combs, etc. "The cost," she said, "varies with the quality." At Olympic it's only $30 since Mrs. Champion buys in bulk. Students will use these kits indefinitely; they'll be required to supply their own working tools once employed in a salon.

Practice is the most important part of a cosmetology course. "The primary thing," according to Mrs. Champion. But students must learn a good deal of theory to understand what they are doing and why. "They have to know why a pin curl is used a certain way, for example," she said. The theory, however, goes deeper than pin curls. The text used by Mrs. Champion (there is no one State-adopted cosmetology text; most schools use the one approved by the State Board of Cosmetic Arts) includes hygiene, bacteriology, sanitation, anatomy, physiology, and chemistry chapters along with explanations of how the knowledge is related to the field and why students must know it.

"Safety is the primary reason, of course," said Mrs. Champion. Students are taught, for example, how and why all their equipment must be sterilized. Even the kits at Olympic High School become small sterilizers; a salt shaker with formaldehyde-soaked cotton is kept in them at all times. Safety in the salon also includes use of chemicals and even cleaning up procedures. "They're never allowed to leave hair on the floor, for example. It's not only dirty, but someone could slip on it and fall," she said.

Students begin their practicing with mannequins – they even prop the bright-faced heads under the hair dryers – and then advance to working on each other. (Since Mrs. Champion discourages out-of-school practicing, their kits stay at Olympic.) By the second month of school, most students are styling one another.

After about 300 hours of training, students begin working on real customers. Much of the work, however, is complimentary. "I ask them to invite their relatives and mothers, and many of the girls build up a clientele before the year is out," she said. Mrs. Champion herself invites other groups: old ladies from a local church, teachers, and students with job interviews. "I think the girls should realize that they all need to do some service for their community," she said. "And the old people really enjoy the attention," she added.

Other customers are taken at a small fee, no more than half of the regular salon charges. The money helps replenish supplies and add a few extras. (Schools do not get a reduction for cosmetology supplies, according to Mrs. Champion.) Last year she was able to underwrite a trip to the New York International Beauty Show for a few of the students. "It was a wonderful experience for them professionally, but I think the trip itself was the best part. Many of them had never been anywhere," she said.

Learning good customer relations is another reason for having paying patrons. "Even if you have to tell a customer she's got dandruff, you've got to do it nicely," said Mrs. Champion. "Rudeness or intolerance has no place in a salon," she said.

"The greatest reason for dissatisfaction in a salon is lack of communication," she said. "Even if you've had Mrs. Smith at 3:30 on Thursdays for five years, you've got to think about her personally each week. The kind of person she is, the kind of life she leads. Getting her hair done may be the only thing she does for herself. And a busy woman needs to be pampered."

Attitude isn't the only thing students must learn to handle. Their grooming has to be impeccable every day. They wear uniforms, of course, but hair, posture, and skin must also pass muster. They study make-up, manicuring, massage, and facial treatments. In addition, this year Mrs. Champion lured in a professional model to lecture and demonstrate.

All the students seem genuinely interested in the course, and many ask to use study halls and after school time for extra work. Mrs. Champion feels that many of her students would have dropped out of school if they had not been headed toward the cosmetology clinic: "We're very fortunate with our counselors here," she said.

Once through the course, and past the State examination, the girls have a marketable skill that is much in demand. Salons pay their cosmeticians on a percentage basis – 45 to 65 percent of what the customer is charged. "How well a girl does depends on her ability and willingness to work," Mrs. Champion said. All but one of her last crop of seniors are now employed, and one girl is averaging $100 a week. "Their future is unlimited," said Mrs. Champion. "They can go on to specialize, teach, run a salon, what-have-you," she said. A few of the girls plan to use their training to work their way through college.

"There's always a great demand for a good hairdresser," she said.

Sweepin apple co day's work school b

The driver's work doesn't stop when children are delivered. Terry Moore finds a broom almost as necessary as a good driving record.

Children clumped up the stairs of the long orange school bus and made for their seats just as usual — shouting, giggling, tugging, and tossing soggy apple cores and balled up homework papers. The long-haired schoolgirl watching them looked too timid to startle a rabbit. Suddenly she smiled and produced a loud "Quiet!" like a veteran drill sergeant. She got it. And then, staring ahead with determination, she climbed behind the outsized steering wheel and cranked the bus in relative peace.

High school students, many of them only 16 and 17 years old, have been driving North Carolina school buses since the beginning of motorized transportation — 52 years ago. Last year alone more than 610,000 Tar Heel children were safely transported twice a day on the State's 9,300 school buses. Most were driven by students, whose safety record compares favorably with that of adult drivers, according to D. J. Dark, director of transportation for the State education agency.

The driving jobs mean much-needed income for many students and a chance to develop maturity for all of them. "Many times being a bus driver can keep a boy from dropping out of school to get a job," said Dark. The growth of maturity — and the excellent safety record resulting — has saved the North Carolina student drivers from extinction. Congress, in 1966, amended the Fair Labor Act to include public school employees; bus drivers are named in Hazardous-Occupations Order No. 2 which states that no drivers under 18 years of age can be employed. Based on the State's fine training and safety record, the Governor has asked for an exemption for North Carolina's student drivers each year. He's received it.

It takes hundreds of people to supervise the State's school bus drivers and to make the mammoth school bus network operate. Each county has its own bus garage with skilled mechanics who tend the buses. Drivers are supervised at their schools by the principal or a person appointed by him. In addition, there are county transportation supervisors — many times an assistant superintendent — who work with all the principals and the garage superintendent.

Keith Neighbors, a young math teacher, is in charge of transportation at Garner Senior High School. His teaching duties are half the normal load, giving him time to look after the school's 40 drivers and 6 alternates, plan the complicated bus routes, handle disgruntled parents, and occasionally pilot a bus when numbers of the drivers are sick — a seldom thing. Many schools, according to Dark, don't have Neighbors' kind of special transportation position; the duties fall to overloaded principals or assistants.

Neighbors' chores begin each morning when student drivers sign a roster reporting any difficulties with children or buses and then head for him with multiple comments and questions. The buses, after a morning run during which students are dropped at the eight different schools served by the Garner drivers, come to rest in a parking lot next to Garner Senior High. They are lined up like so many giant piglets waiting for the gasoline truck, which arrives every other day to fill them up, check the oil and tires, etc. Mechanics, in their own special trucks equipped with small parts, visit the buses every day to fix minor breakdowns. The bus garage handles major repairs, monthly safety checks, and the extra buses that pinch hit when one is down.

Supervision of the drivers is just as close although they require advice and instruction rather than gas and oil. Some 240 students enrolled in the Department of Motor Vehicles school bus drivers course at Garner High School last year. The first part consisted of two days of class instruction, and those enrolled had to have completed driver education and, of course, were required to produce spotless driving records. Before the on-the-road portion of the course — two days of bus driving instruction — Neighbors chose his drivers: 30 out of 240 enrolled.

Careful selection is the first element in Neighbors' formula for a good bus driver. Character and attitude are at the top of his list of considerations; he checks student records along with getting to know the candidates personally. The location of a student's home is also considered; the buses are left there at night so the home must be located near the beginning of a bus route. Surprisingly,

up soggy
s-all in a
for student
s drivers

Tiny Cathy Messler may look small behind the wheel, but she handles the huge bus (capacity 90) like a veteran. One-third of the Garner Senior High School drivers are girls.

more than one third of the students selected are girls.

"They make better drivers on the whole," said Neighbors, who explained that his "women drivers" are less apt to change gears too fast or get heavy footed with the accelerator. Regardless of the sex of the driver, however, school bus accelerators won't go too far. The speed limit for the buses is 35; and they're equipped with governors that limit them to 27 or 32 miles an hour. Although it's slow, driving a school bus is strenuous. "It's harder to judge distances with that long bus behind you," said Neighbors. The large steering wheels are a little unwieldy too — no power steering. But the girls still line up to drive.

"All these kids love it," said Neighbors. "They consider the bus a personal thing — they have an identity with it," he said. That's obvious — they refer to their buses as "Old 147" or "That Tub" and clamor for visitors to see "The Big One." (Buses come in different sizes varying in maximum capacity from 45 to 96.)

Two categories of students, according to Neighbors, apply for positions: those who really need the money (they get slightly more than the minimum wage of $1.43 an hour) and those who drive for the prestige of it. The status tag doesn't come attached to the job in all schools — some have trouble getting enough drivers to fill their routes let alone become alternates. But there are no problems in Garner. Students said that the screening and extra attention given by Neighbors might have done it. "We used to have some real characters driving buses," said one boy. That was before Neighbors' position became possible. He thinks the prestige may come because the younger students tend to look up to the drivers. "They idolize them — bring them little Christmas presents and things like that," he said. Elementary and secondary students served by Garner High School drivers are put on separate buses, a "dual system" used to lessen disciplinary problems.

But it doesn't end all disorder. When asked what some of the students are prone to do on a bus, one driver answered, "Yell, scream, and holler, that's what!"

"Yeh, and they want to hang their heads out the window," said another.

"And we can't hit 'em, and we can't curse at 'em either," said yet another, president of the junior class, by the way. There are few monitors on the Garner High School buses — they are assigned by the principals only when a driver has reported difficulty. Drivers must, therefore, develop subtle methods of control — respect, for one — because they can't drive and maintain order at the same time. "Driving really teaches them responsibility, how to handle problems," said Neighbors. A few, of course, who can't handle the frustrating situations quit or are dropped.

For those who stick it out, the experience is telling. "You can see a great difference in their maturity after they've driven for a few months," said Neighbors. That maturity can pay off: Neighbors has written college recommendations for many of his drivers. "And I've never known one who was turned down," he said.

"These boys and girls have the opportunity to handle responsibility that the average student doesn't get. They are careful and dependable and they have to be," said Transportation Director Dark.

"Many become leading citizens," he said. The most immediate example is Governor Robert Scott, who once drove a school bus in Alamance County for Alexander Wilson School. ■

Student Council Advisor Jimmy Beck, right, helped students draw precincts for new election procedures at 71st High School in Cumberland County.

PRECINCT EXPERIMENT AT 71ST HIGH SCHOOL

Student Council election based on precinct or ward representation is an accomplished fact at 71st High School in Cumberland County. The precincts were drawn, conventions held, and the election carried out — all in one week. The school, totally integrated this year with a 15 percent black population, has three Negro class representatives and one Negro class officer — 20 percent representation.

R. C. Lewis, principal of 71st High School, began considering experimentation with election procedures last year when plans for the school's integration were formed. "I felt there should be some method whereby Negro students could have better representation on the student council," he said. Besides that, he felt that the existing method of electing 71st's student council — homeroom representation — was inadequate, a popularity contest resulting in a student council too large to work effectively.

Lewis first became interested in precinct elections at the Secondary School Principals Conference sponsored by the State Department of Public Instruction last summer. Members of the Task Force on Student Involvement — students from across the State — presented the idea to principals as part of their recommendations to involve more students in campus activity and thus avoid unrest. The idea struck a responsive chord in Lewis: "I feel that the problems come from shutting the door in the Negro's face, and this is one way of opening it." Lewis was also interested in finding a system of representation that would preserve the democratic process. "In elections all over the country you have precincts. If it works with adults, it ought to work with students," he said.

Returning from the August conference, Lewis assigned Jimmy Beck, 71st's student council advisor, to the task of putting the new procedure into practice. Beck was a good man to pick — energetic, young, and articulate. Several other North Carolina high schools are experimenting with introducing precinct elections, and many are being slowed by student constitutions that must be rewritten, a time-consuming process. Not so in Cumberland County. They just shelved it.

"We're revolutionaries," laughed Beck. Lewis agreed. Although he didn't like the term revolutionary, he felt that the constitution wasn't as important as the situation and its problems. (The new student council has a committee now writing a new constitution.)

From the start students were involved in working out the plans and deciding if it would work. "We couldn't have done without the student leadership we had," said Beck. He was talking about four top student council officers elected by the school last spring. (The remainder of the council is always elected in the fall at 71st High School since the school population is largely transient with Ft. Bragg nearby — one third of the student body is replaced each year.)

The first task was an orientation program held on the third day of school when the floor was open for questions and answers. The next step was to determine if a balanced representation would be possible with precincts. On a Friday of one week early in September, large city maps were put up in each homeroom. Each of the school's 1,689 students put a dot at his home address. Forty minutes of extra time was scheduled for the process.

On Saturday morning the four school officers and Beck met at the school with the maps and went to work. The dots for each class were put on larger maps. Precincts were then drawn, and redrawn — on a class basis — a process that lasted until 11 p.m. that night. When the group had finished, there were five precincts for each class (10, 11, and 12), and each was drawn a bit differently to allow for the population distribution of each class. If there was any gerrymandering it was done to insure equal representation — students had been advised beforehand that the whole process was supposed to unify the Negro vote, not split it. Each class has one black precinct. Lewis is quick to note that the success of precinct representation depends on local housing patterns.

On Monday precinct maps were put back in the homerooms so that students would know their precincts. Precinct lists were drawn and distributed giving the name, address, and telephone number of each student. Later in the week nominations were held. There were no requirements for candidates with the exception that students were allowed to hold only one office in the school. "Why push the requirements beyond those of Congressmen, for example," said Lewis.

"We tried to get as close to the national model as possible," added Beck. Each precinct then held a convention. "We didn't force anyone to participate," said Beck. An assembly was held for those not attending conventions. Two students were then nominated from each precinct for precinct representative and one for each class office.

"We were surprised to find that the most popular students didn't get nominated," said Beck. And he added that there were no selling jobs on what kind of student should or shouldn't be nominated.

Nominated students were then given the election ground rules. Each of the 90 nominated were allowed one poster. And on Wednesday — of that same week — class meetings were held during which the presidential and vice-presidential candidates were allowed three minutes for speeches. In some of the assemblies time was allotted for questions and answers.

The election was held on Thursday. One student said it was all to fast. "It was so new that some of us didn't have time to digest it," he said. And Beck admits that it might have been better to extend the timing.

Students voted at their precinct spot during lunch period. The voting booths were separated so that no more than 135 students voted at each spot. The precincts, by the way, didn't exactly work out to a one-man, one-vote representation. Senior precincts averaged 75 students each, junior precincts 110, and sophomores 135. Beck feels that this might have been a mistake, and it's a bone of contention in any school election procedure. The number of seniors in any school is, of course, always less than the number of juniors, and the number of juniors less than the number of sophomores. "So it's a matter of one-man, one-vote with the seniors outnumbered or equal representation for each class," said Beck. At 71st each class gets equal representation on the council. The council is made up of one representative from each of the 15 precincts, class officers, and student body officers.

The election did work: one black representative was elected from each black precinct. In addition, a black class officer was elected. Another payoff from the new election procedure was the broadened base of student involvement. More students were involved in the election itself even though the elected body was smaller than previously. It is, however, a more workable body, according to administrators. The new council members, they feel, are a different breed. One representative has called every member of his precinct.

Efforts like those at 71st High School, to ease the problems that cause unrest, are rarely reported. But stories of student unrest itself fill too many papers. In fact, they are old news. Between November 1968 and February 1969 there were 239 "episodes of disorder" and 348 "disruptions" reported in American high schools. The National Association of Secondary School Principals notes that 3 out of 5 principals say they have had some form of active protest in their schools.

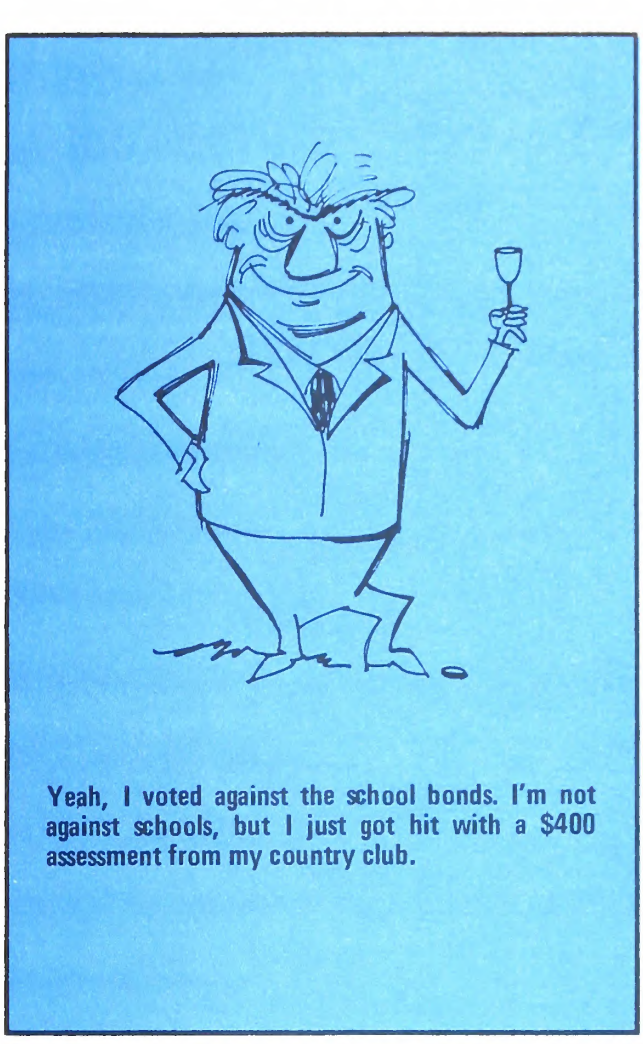
One basis of the problem, according to Gene Causby, associate director of the Division of Human Relations of the State Department of Public Instruction, is a genuine feeling of lack of representation. "This is true not only of student associations but of boards of education, administration, teachers, department heads, etc.," he said. The best way to avoid trouble stemming from lack of representation, according to Causby, is to try to solve problems before emotions erupt and concerns become demands.

Mobile Materials Center Designed

"What do you do with the materials?" is a constant question asked when individualized instruction programs are initiated. Such programs can use hundreds, if not thousands, of separate lesson sheets, pamphlets, and all kinds of other learning materials. Victor Stevens, program associate at the Regional Education Laboratory for the Carolinas and Virginia, has designed a solution he calls the Mobile Materials Center. The center, which looks like a compartmentalized bookcase on wheels, can store as many as 8,000 lesson sheets in up to 800 sections with additional storage space for test-scoring keys, flash cards, counting sticks, and other learning devices.

With the center, students in grades three and above can select their materials without assistance. The center can be located centrally and used for more than one grade, or it can be moved from room to room. Since the unit weighs approximately 50 pounds and has rubberized wheels, students themselves can move it. A real space saver, it can eliminate the need for a special materials room. The center may be modified to transport multi-sensory devices and learning games.

It can be constructed commercially for about $350, but the unit could be made in a school shop for considerably less. Information about blue prints and materials lists may be obtained from the Regional Education Laboratory for the Carolinas and Virginia, Mutual Plaza, Chapel Hill and Duke Streets, Durham, N.C. 27701.



Yeah, I voted against the school bonds. I'm not against schools, but I just got hit with a $400 assessment from my country club.

Size of School Districts Tops Lists of Reforms Urged by National Academy of Education

School districts should contain no fewer than 5,000 and not more than 150,000 students, according to a special report, "Policy Making for American Public Schools," of the National Academy of Education. The Academy is an organization of educators headed by Ralph W. Tyler, director emeritus of the Center for Advanced Study in the Behavioral Sciences, Stanford, California.

The report argues that the limited revenue generally available to school districts with fewer than 5,000 students leads to problems, such as the inability to attract and hold a competent staff and the inability to build, equip, and maintain adequate facilities. Small districts may also lack the "adult civic talent" needed to insure leadership on local school boards, according to the report. Districts with more than 150,000 students, the report says, "are prone to bureaucratic rigidities and impersonalities." The number of school districts in the nation is also subject to comment: the current 20,000 should be reduced to no more than 5,000.

Other reforms sought by the Academy include the suggestion that boards of education tap manpower in business, industry, and other professions, as well as in education, for superintendents; that salaries for top school administrators be comparable to those for administrative positions of similar responsibility in other fields; that local school authorities become active in local and regional boards or commissions that are engaged in improving the human condition; that chief state school officers should be appointed by state boards of education; and that professional positions in state departments of education should be exempt from civil service requirements and standards that impose restrictive classifications and salary scales not related to professional competency.

Educators participating in formulating the report's recommendations included Roald F. Campbell, U. of Chicago; James E. Allen, now U.S. Commissioner of Education; Stephen K. Bailey, secretary-treasurer of the Academy; Lawrence A. Cremin, Columbia U.; John H. Fischer, Columbia U.; Robert J. Havighurst, U. of Chicago; H. Thomas James, Stanford U.; T. R. McConnell, U. of California; and Theodore W. Schultz, U. of Chicago.

New Planetarium Schedule

The Morehead Planetarium at the University of North Carolina in Chapel Hill is offering a completely new schedule of school programs this year. Three new graded programs and two nongraded enrichment programs are being offered at specific times every week throughout the school year.

The programs are planned to conform with new series of science textbooks being used this year. They also provide broader offerings to allow more schools to take advantage of the multi-million dollar planetarium facility.

Graded programs include "Mister Moon" – grades 1, 2, and 3 – offered every Wednesday at 11 a.m., Thursday at 3 p.m., and Friday at 1 p.m. Students will explore the cause of day and night, discover the earth's journey around the sun, and investigate the moon, its motions, phases, and exploration by man. "All about Planets" – grades 4, 5, and 6 – is an introduction to the family of the sun, emphasizing how to find planets currently in view, along with recent discoveries and basic information about each. This program is offered each Wednesday at 1 p.m., Thursday at 11 a.m., and Friday at 3 p.m. "The Earth in the Universe" – grades 7, 8, and 9 – is scheduled every Wednesday at 3 p.m., Thursday at 1 p.m. and Friday at 11 a.m. The program deals with commonly observed features of celestial objects.

New enrichment programs, suitable for all grade levels, include "Man in Space" each Wednesday at noon and "Exploring the Sky" each Thursday and Friday at noon. "Man in Space" concerns man's role in the heavens, and "Exploring the Sky" deals with objects currently visible in the "backyard" sky.

Reservations are required for all school groups. Further information, including an astronomy unit and suggested projects for students, may be obtained from Morehead Planetarium, University of North Carolina, Chapel Hill, N. C. 27514.

Kids Earn-A-Book by Reading

Woody Bowen
Public Information Officer,
Robeson County

Children in Robeson County are reading books to earn books. The unique program began last year when three Robeson County elementary schools, Purvis, Ashpole, and Rex Rennert, adopted project "Earn-a-Book" in an effort to get children to read more outside of class.

Since many children from deprived areas have never owned a book, it was felt that the opportunity to earn and own personal books might be enough incentive to promote outside reading even among the most reluctant readers. The idea came from the St. Louis school system where Superintendent William Kottmeyer earmarked $4,000 in Elementary and Secondary Education Act Title I funds to buy attractive soft-backed books that could be awarded to children for reading two other books from the library.

According to Howard Davis, Purvis Elementary School principal, the program works essentially the same in Robeson County. Assistant Superintendent in charge of Federal Programs Purnell Swett set aside $3,000 in Title I funds to put earn-a-book into three schools for a two-year period. Davis said that since the program began last October Purvis School had awarded over 500 books, one for each two read outside class. And teachers say the results are remarkable!

NEWS BRIEFS

James T. Burch Named An Assistant State Superintendent

James T. Burch, assistant superintendent of Charlotte/Mecklenburg schools, was named an assistant State superintendent in October. He fills the fourth such post created in the State Department of Public Instruction by State Superintendent Craig Phillips.

As assistant State superintendent for administrative services, Burch's major responsibilities will include staff development and teacher education. He will develop in-service programs for Department staff and local and regional continuous training and re-training for all types of school and school-related personnel. He will direct Statewide human relations programs and coordinate the efforts of the Division of Staff Development and the Division of Human Relations. Burch will also coordinate educational needs and programs with urban affairs programs. With the other assistant State superintendents, he will share administrative leadership tasks in overall Department activities. He will begin his new duties January 19.

Reorganizational plans for the Department of Public Instruction abolished the former post of associate State superintendent and established an executive cabinet of assistant State superintendents in different fields. Burch joins assistant State superintendents Dr. Jerome H. Melton, program services; Dr. R. Max Abbott, special services; and Dr. H. T. Conner, planning and research.

For the past two years Burch has been assistant superintendent for Charlotte/Mecklenburg Schools where he directed Elementary and Secondary Education Act (ESEA) activities, the Neighborhood Youth Corps Inschool Project, Headstart, and the Charlotte Model Cities Educational Component. Prior to becoming assistant superintendent, he had served the Charlotte/Mecklenburg school system since 1957 as teacher, principal, director of the Neighborhood Youth Corps, and director of ESEA activities. Before going to Charlotte, he was a teacher-coach in Goldsboro for eight years.

Burch received a B.S. degree in elementary education from Fayetteville State College and an M.S. degree from Indiana University. He is completing his doctoral program at UNC-Chapel Hill. Last summer he was one of three school administrators in the nation who received scholarships from the American Association of School Administrators. To accept his new position, he has asked to be released from the one-year Worth McClure scholarship for full-time study at UNC.

Campaigners Get Help

Recently published by the National School Public Relations Association is *Campaign Planner, A Guide to Successful Finance Elections,* designed to help local school districts with bond elections. The 108-page publication features campaign tools including a pre-campaign checklist, sample news releases, campaign timetable, prepared scripts for speeches, etc. Background information includes discussion of public attitudes and the components of successful campaigns. Campaign profiles of school districts across the U.S. are also included.

The publication is available, at $14 per copy, from National School Public Relations Association, 1201 Sixteenth Street, N.W., Washington, D.C. 20036.

Tom I. Davis Fills Information Post

Tom I. Davis, editor-publisher of the *Johnstonian-Sun,* became director of public information for the State Department of Public Instruction Nov. 3. Davis filled the information post formerly held by Mrs. Almetta (Cookie) Brooks, now public relations director for Pilot Club International, with headquarters in Macon, Georgia.

Before his association with the *Johnstonian-Sun* in 1951, Davis was affiliated with newspapers in Ahoskie, Hillsborough, and Graham. He was manager of the successful state school bond campaign in 1964 and has been a consultant for the Office of Economic Opportunity.

He attended Campbell College and received an A.B. degree from Wake Forest University. He was editor of the *Young Democrat* for four years and state vice-president of N.C. Young Democratic Clubs in 1956. He served as executive director of the N.C. Democratic Executive Committee from 1961 to 1964. Active in a number of civic efforts, he was appointed to the N.C. Better Schools Committee by Governor Luther Hodges.

Creative Writing Contest

All full-time students in grades 7 through 12 are eligible for creative writing awards in this year's National Scholastic Creative Writing Awards program. The contest is designed to encourage creative writing among young people and has been conducted annually by *Scholastic Magazines, Inc.,* since 1925. This year's contest is sponsored by Royal Typewriter Company.

There are ten classifications of entries embracing fiction, non-fiction, poetry, and drama. Awards include cash prizes and certificates of merit. New this year is a full scholarship through the American Institute for Foreign Study for a six-week summer program combining study and travel in Europe. In addition, a $1,000 scholarship grant from the A. D. Olliver-Scholastic Charitable Trust and a $100 Kenneth M. Gould Memorial Award will be available.

All entries prepared in accordance with current rules and accompanied by official entry blanks will be judged by panels of nationally-known authors and educators. National closing date for entries is February 20, 1970; regional closing dates are earlier. Rule booklets and entry blanks are available from Scholastic Creative Writing Awards, 50 West 44th Street, New York, N.Y. 10036.

Task Force Extended

The Task Force on Student Involvement, created last summer by the State Department of Public Instruction to encourage better and more meaningful student involvement, has been extended through June 1970. Last summer Task Force members engaged in research to determine issues causing student unrest and formulate recommendations concerning positive involvement. Their findings were presented to school administrators at various meetings held throughout the State, and the group published a booklet of recommendations entitled "Student Involvement, A Bridge to Total Education," which was distributed to all administrators.

The Task Force is composed of representatives of each of the State's eight educational districts. Student director is Walker Reagan of Enloe High School in Raleigh. Reagan has been active in student government affairs and serves the N.C. State Student Council as treasurer. Adult director of the group is Debbie Sweet, coordinator of youth activities with the State education agency's Division of Planning and Research.

The Task Force serves as a liaison group with State administrators and meets monthly in Raleigh where student problems, human relations, and involvement plans are discussed. In addition, each representative is responsible for the organization of a smaller district task force. The Task Force members also serve as speakers to present student views to local groups..

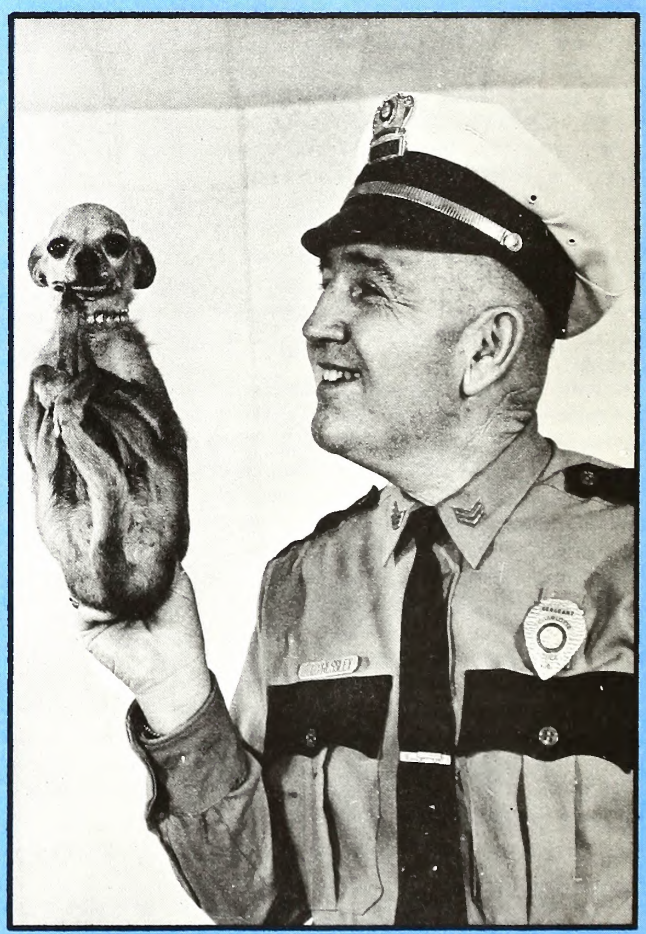
Circus Dogs Teach Safety

Youngsters in 30 North Carolina schools will be taught safety and entertained at the same time in January by Police Officer Ernest Pressley's Safety Circus. The circus performers are trained mongrel dogs that tour the country each year with the safety show. More than 5 million children in 48 states have seen the Safety Circus.

The performances encourage youngsters to play, walk, and ride bicycles safely. Respect for authority and good citizenship are also emphasized. Officer Pressley's highly trained dogs perform a variety of tricks each of which illustrates a particular safety practice. The dogs ride scooters, push baby carriages, jump rope, and go through other stunts aimed at showing youngsters how to avoid accidents. Music and colorful stage equipment add to the excitement.

A native of Charlotte, Officer Pressley is a special representative of the International Association of Chiefs of Police which, along with the American Trucking Association, sponsors the Safety Circus. Local sponsorship is given by the State Department of Public Instruction and the North Carolina Motor Carriers Association. James E. Hall, associate State supervisor of driver education, State Department of Public Instruction, is in charge of local scheduling and arrangements.

Sometime after each show students are given a written safety quiz with a series of questions for each age level. Those with a perfect score are eligible for membership in Pressley's "Junior Traffic Safety Club." Three million youngsters are already members.



NORTH CAROLINA PUBLIC SCHOOLS

VOLUME 34 / NUMBER 5 / JANUARY 1970

NORTH CAROLINA PUBLIC SCHOOLS

Volume 34 / Number 5 / January 1970

State Superintendent of Public Instruction: Craig Phillips
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Official publication issued monthly, except June, July and August, by the State Department of Public Instruction. Second class postage paid at Raleigh, N.C. Unless otherwise noted, no credit or permission is required for reprinting, with the exception of articles from other publications reprinted herein. Mailing address: North Carolina Public Schools, Division of Publications and Public Information, State Department of Public Instruction, Education Building, Raleigh, N.C. 27602.

EDPRESS

From the State Superintendent

When public education began, it was successful because the idea was born in the tenacious minds of the early settlers. They desired the best possible for their children, and their interest did not stop with beginnings — these citizens had a deep interest in the school and its welfare.

Gradually the running of the schools moved from laymen to professionals and the country came to have a "professionals only" attitude toward the schools. Once again the pendulum swings and citizens are again becoming interested in their schools.

During the past year we have been restructuring our modus operandi in a three-prong approach toward involvement in the three areas concerned with public education in North Carolina. The State Department of Public Instruction is earnestly trying to establish relationships with professionals, the general public, and the students themselves by operating a service organization. Teachers and administrators are already very much involved through their dedication and professional organizations; but Statewide, there is very little involvement by the public and the youngsters. Unless we, in the profession, take the lead by working together to involve them in the decision making process, something or somebody will do it for us. We have seen it happen time and time again.

Two methods of involvement have already been initiated by the State Department of Public Instruction. The Student Task Force is off the ground with a nucleus of students studying ways and means of communicating their hopes and dreams by being a major factor in influencing decisions which vitally affect their own generation.

Citizens are becoming involved through non-professional groups. Last year a two-day conference of administrators, businessmen and students paved the way in what may well be a beginning point for a citizens group in every school in the State.

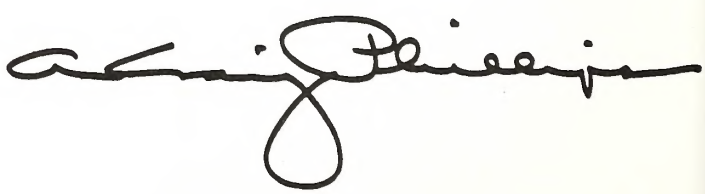
If public schools in North Carolina are going to adequately prepare coming generations to think, plan, and cope with problems of the age — there must be an understanding of all three groups concerned:

John Q. Public must be aware of what is needed and why it is needed.

The student must be invited to take part in solving problems.

The professional must realize that he has a responsibility for involving the public.

The interlocking ingredient of all three groups is simply communications. The best method to seek and maintain involvement is through the leadership of the educators. The success of failure of public schools desperately depends on involvement.

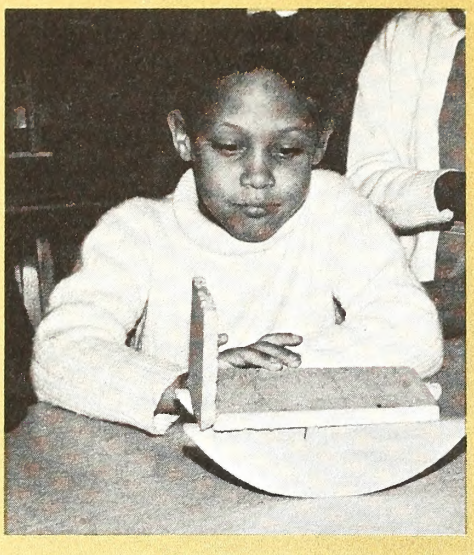


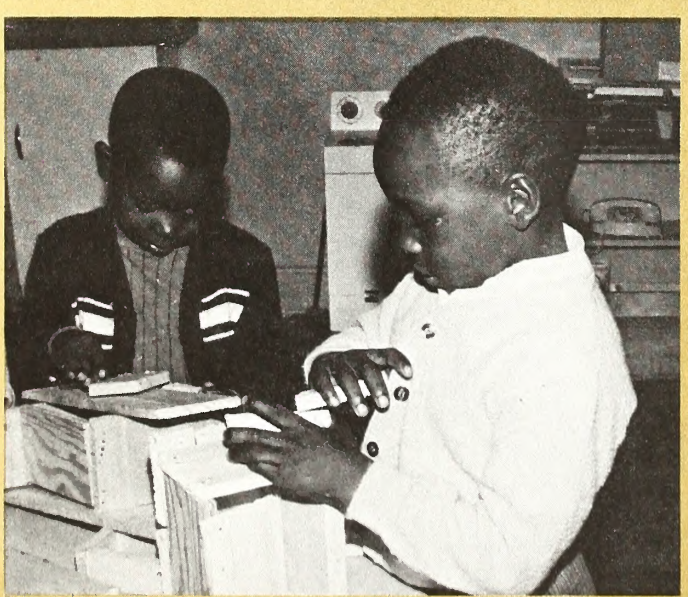
Kids Learn by Doing in Elementary Industrial Arts Program

by Nancy Jolly

The term "elementary industrial arts" doesn't convey much. And Larry Ivey, director of an elementary industrial arts project in Bertie County, is the first to admit it. "All too often, the term isn't explained satisfactorily, or if it is explained, it just plain doesn't make sense to the average classroom teacher or school administrator," he said.

Forget the words. Picture instead a roomful of fourth graders hammering and sawing and painting piles of wood. "It's a stop sign," answers one little





girl when asked what it is she's painting red — besides herself. The rest of the children are too intent to answer questions. Their faces shine with perspiration, and their only sounds are squeals of triumph and "Gimme a hammer!" That's elementary industrial arts — or one aspect of it — in Bertie County.

"The idea," said Ivey, "is to give each child an opportunity to become familiar with the technological processes all around him. We want the children to understand how the ice cream they eat, for example, is made, how the cloth they wear is woven, what makes the lights burn, and so on." To make this possible, the county-wide project (funded under ESEA Title III) provides a director, four curriculum coordinators, and piles of equipment and supplies suitable for youngsters in grades K-8.

Through the program (which has reached 40 percent of the elementary classrooms in Bertie County since initiated in 1968) children are involved in activities dealing with tools, materials, machines, and processes used every day in business and industry. "Take science, for example," said Ivey, "in the past all they could do was talk about it; now with a unit on electricity students have the supplies to make magnets, coils, and many other things."

Classroom activities actually stem from textbook material. "Elementary textbooks contain numerous references to industry and technology," said Ivey. "But these are usually only touched on by most elementary teachers," he said. The Bertie County teachers involved with the program, along with the curriculum coordinators, have come up with five basic areas of industrial technology that might relate to subject matter — power, manufacturing, communications, transportation, and construction.

Teachers also get on-the-spot help from the program's four curriculum coordinators who spend several hours a week with each teacher in the classroom. In addition, each of the 10 elementary schools involved has at least one mobile equipment unit that can be moved from room to room. The units are equipped with an assortment of hand tools specifically designed for elementary students. Each school also has a mobile workbench unit with additional tools and a work area.

But projects sometimes go beyond the carts. One class of sixth graders, for example, constructed a gigantic "walk-in" camera. The camera can be used to make negatives — a lens is mounted on one wall — or it can serve as a darkroom to develop negatives and make prints. The camera was built

Kids Learn by Doing in Elementary Industrial Arts Program

so that students might understand photographs from the inside out, according to one teacher. The same class is now using smaller cameras to take nature shots for use with other studies. The large camera was designed so that it can be dismantled and transported to other schools or classrooms.

Students in another class, however, weren't as farsighted. "They made a house model that was too large to be taken out of their room," explained Ivey. "But I think they did it that way because they want to keep it," he laughed.

Most of the items constructed in the program, however, are small and useful, according to Ivey. And their construction many times leads students to a study of production line methods. "Even second graders who've gained some experience with tools and materials can make things by the mass production method," he explained.

In one second-grade class, students decided to make notepad holders and the notepads to go in them. Several production stations were set up to perform each operation of the manufacturing. The design was traced on plywood at one station, cut at another, and sanded at a third. Other students painted the design on the wood, while the notepads were made on a different assembly line. Pads and holders finally arrived at the end assembly point for completion. "About the only thing we didn't do," laughed a coordinator, "was stamp 'Made in Bertie' on them!"

In an eighth grade class students learned the difference between mass and custom production by comparing the results of their own labors. The class mass produced flowerpot stands, using various stations for each operation, and then compared the mass-produced versions with an individual production of the pot. "They found mass production was easier, faster, and more effective," said Ivey. A field trip to a power tool manufacturing plant followed so they could see the real thing.

Subject matter, field trips, and the industrial arts activities are combined to make the program more than just arts and crafts or busy work. While studying dairy products, for example, fourth-grade students first visited a nearby dairy for a tour. When they returned, they decided to compare homemade dairy products with the manufactured kind. They made ice cream, butter, and cottage cheese, and they decided that only the ice cream was better when homemade. "They found out for themselves how much work is involved in making the products," said Ivey.

Much of the instruction is also geared to job opportunities and job qualifications. "One of the most difficult parts of education is showing students what kind of training and education is necessary for a future livelihood," said Ivey. He feels that students should be exposed to industry and technology before junior high school. "By that time, many have already formed many ideas about life and life's requirements," he said.

"Psychologists now say that the early years of childhood are the years in which most learning takes place and many concepts are formed. Apparently there is no better place to teach about life and society — and the technology that's an integral part of it — than in the elementary grades," he said.

To teachers, however, the physical activity built into the program is perhaps the best boon. "They're so easy to manage after they've had an industrial arts session," said one teacher. Ivey contends that the traditional classroom often restricts activity and can lead to confusion and frustration for many children.

"Through industrial arts, we can take advantage of the natural curiosities, activities, and interests of young children by providing realistic physical activities of a technological nature," he said. The activities are essentially fun and they give the children the confidence they need to deal with their physical environment.

Even the kindergarten students in Bertie County have gotten involved. And it's amazing how early they can learn to use tools. One kindergarten class, after learning to use hand tools by making jigsaw puzzles, designed and constructed a table and four chairs for their room. "Well, sometimes we had to hold the nails while they hammered," explained one coordinator. But the satisfaction was all theirs.

"The unusual thing about the program, however," said Ivey, "is the use of classroom teachers." Each participating teacher takes formal course work through the extension division of East Carolina University. They also attend in-service meetings for a year of further instruction and assistance.

Ivey feels that the curriculum coordinators' classroom assistance has been the most useful part of the training program. "But as each teacher displays competency, he's weaned off the coordinator so that other teachers can be helped," said Ivey. Most of the teachers are able to conduct classes without assistance by the end of their second year of participation. Coordinators continue, however, to provide materials, supplies, and advice after classroom assistance has been discontinued.

Federal funding of the project and most of the staff that goes with it will end in 1971. But Ivey feels that after the initial three years of the project, teachers will have the training necessary to correlate industrial arts with other subjects. "They will still need assistance occasionally, and there are plans for providing one or two supervisors when the initial project ceases," he said.

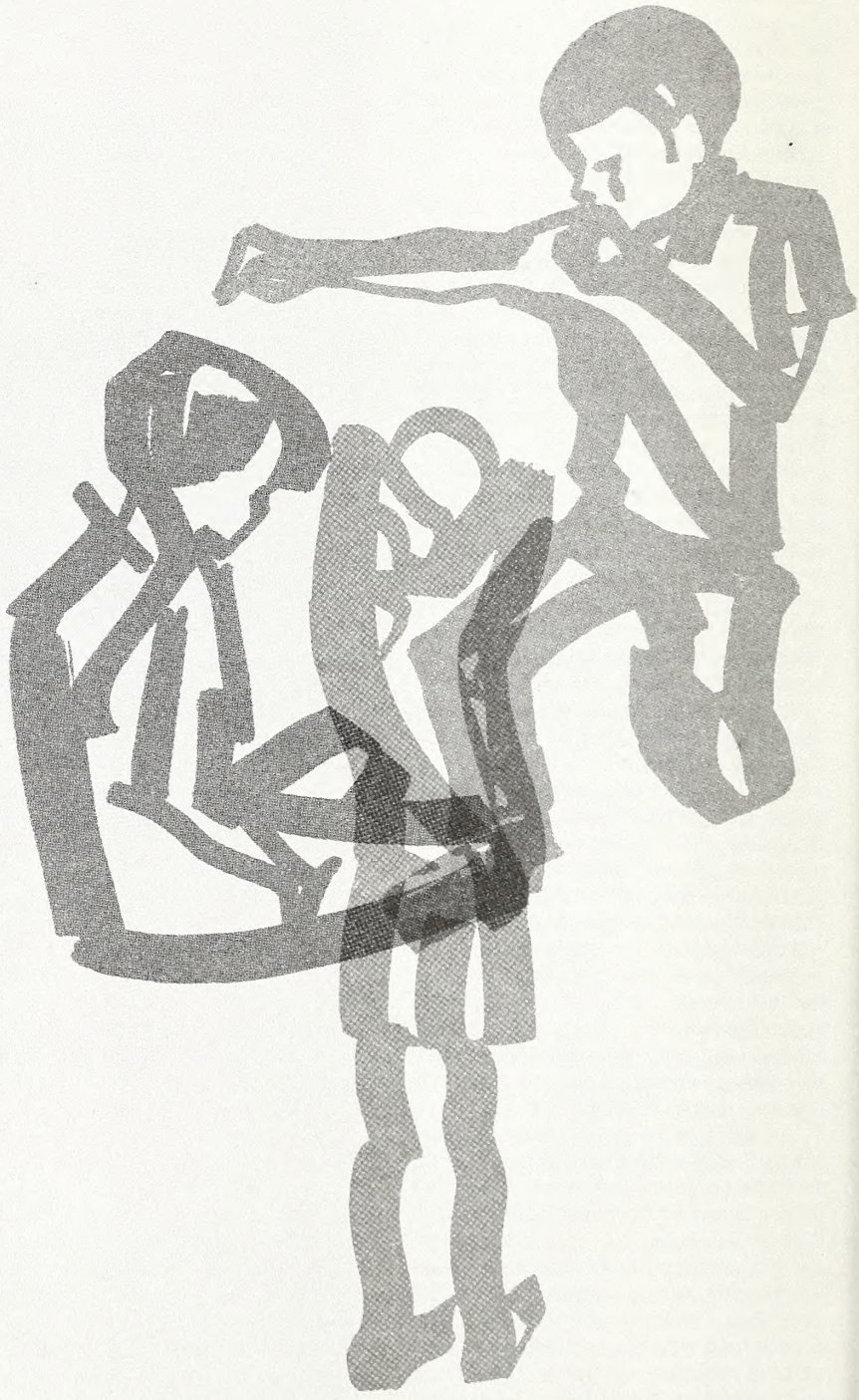
Ted Guth, industrial arts consultant with the State Department of Public Instruction, called the project noteworthy and unique. The diversification of the program — the fact that many children and grades are involved — and the use of the classroom teacher rather than the specialist are particularly significant, he noted. "But the most important thing," he said, "is giving children an awareness of life — what's there for them and what's expected of them — that's relevant." ■

THEY WILL ALWAYS NEED SHELTER

A casual visitor to a class for the educable mentally retarded, whose intelligence quotients range from 50 to 75, might easily mistake the students for normal children. Educable students study the academics — on a limited basis — and their behavior would not ordinarily attract notice. The same mistake could not be made with a class of trainable mentally retarded children. Their intelligence ranges from 25 to 50 — one-fourth to one-half the normal mental ability expected for their chronological age.

With such a marked degree of mental deficiency, trainable mentally retarded children have little ability in handling everyday situations like crossing streets, following all but the most simple directions, caring for themselves, communicating, etc. In addition, there are few trainable children without multiple handicaps. Vision, hearing, and coordination difficulties further complicate their problems.

Yet with patient training most of these children can learn to cope with life under sheltered conditions. Many can learn to read, although the highest level of competency expected is the third grade. All trainable children, however, have the same desires for achievement, warmth, and under-



standing as normal children.

A little more than a decade ago, the training of such children was largely overlooked. Their education was left to local support, charitable groups, and volunteer endeavors. Many never attended school at all. State support for trainable classes was introduced during the 1957-58 school year – 22 classes with 34 instructors and 34 attendants for 400 children. Since then the number of classes for trainable children has grown significantly in North Carolina.

In fact, the State's program has become "one of the finest in the nation," according to Fred McCutchen, special education consultant with the State Department of Public Instruction. "There are very few administrative units in the State without at least one class for the trainable this year," he said.

State funding for trainable classes has also risen significantly, and is handled on a per pupil basis. The 1969 General Assembly raised the figure from $40 per pupil per month to $75. But there are still too few trainable facilities to meet the needs, according to McCutchen.

Providing training for these children presents special problems. Classes, by law, must be limited to 12, and aides are required for each class. Facilities for the younger children must include more than the usual number of bathrooms, and outdoor play space must be fenced. The trainable are more apt than normal children to wander off unaware.

A unique approach to these problems is being carried out in Greensboro this year where an entire school has been outfitted to serve trainable children of all ages. According to Principal Harold Evans, the former elementary school, McIver, is the first public school in the State to be devoted entirely to the trainable child. In most systems the classes are scattered among various schools. Some systems, of course, do not have enough trainable children to fill a whole school – the instance of trainable mental retardation is one percent of the school population.

But for McIver School, the advantages are obvious: teachers are together for mutual sharing of knowledge and experience, bookkeeping is centralized, and facilities and specialized staff may be shared. Some student advantages are a little less obvious: a child can remain at McIver throughout his schooling, avoiding the confusion of learning new buildings, faces, and facilities – often a bewildering experience for the trainable retarded.

The 137 students enrolled at McIver range in age from 4 to 21. They are referred by parents, teachers, and school psychologists. All, however, must be tested by the system's psychometrists before being admitted to the school. Staff members total 30 including 11 classroom teachers, a speech therapist, guidance counselor, part-time librarian, physical education teacher, and an equal number of aides.

Students are classified into four groups: preschool, primary, intermediate, and young adult. The two preschool classes, made possible through ESEA Title VI-A, are experimental. "The idea," according to Evans, "is to identify the children as early as possible." With early training some children may be able to enter educable classes at a later date. Regular classes may be possible in rare cases.

Training for the youngest students centers on personal care – dressing, eating, personal habits, etc. Bathrooms are necessary in each class of preschool and primary children since many are not toilet trained. Bathtubs were installed for training and clean-up purposes.

Students in the primary group range in age from 7 to 10. They are divided into classes on the basis of chronological age and the number of years of student experience. Primary and preschool students share the first floor of the school which has been newly painted and brightened with pictures, many of them student art.

The second floor of the building houses the intermediate (ages 10-14) and young adult (ages 14-21) groups. An elevator has been installed in the school, but student movement from one floor to another is limited to physical education and lunch periods.

Young adult groups actually change classes to give them a feel of the high school they aren't able to attend. The students study homemaking and daily living in a kitchen outfitted for cooking, cleaning, and the operation of household machines. A living room and bedroom are also included to give students practice in various elements of socialization. In the arts and crafts room students get a chance to work with their hands.

Evans has three major educational goals for all the students at McIver: basic health habits – self-help and care, socialization, and adjustment to daily living situations.

All of the students at McIver have an active physical education program. "It really helps them to express themselves," said one teacher. The older students have a scheduled period in the gymnasium, and the young adults dress for gym. "They learn to accept the responsibility of keeping their clothes straight, taking showers, etc." said Evans. An outdoor classroom is planned for the future and will contain balance beams and climbing apparatus to improve physical fitness and coordination. Other plans include an indoor portable pool to teach water safety, a greenhouse, and a garden area.

Eventually the school will serve as a community center of sorts for the trainable retarded, according to Evans. The Greensboro Sheltered Workshop is presently occupying office space in the basement of the school. Another section of the basement houses a Sheltered Workshop group. Steve Wells, head of the Workshop, explained that the organization can offer a place to most ambulatory retarded persons.

"And that's one of my worries," said Evans. "What happens to these children when they leave school?" The Workshop, sponsored by several State agencies, accepts subcontracts from manufacturing concerns for the production of various items. Retarded persons can be trained to work in the sheltered environment at jobs equal to their abilities. Much of the work is simple production line activity.

"Those not capable of working at these jobs can join a nonproductive group like the one here," said Wells. The McIver group Wells referred to has a small social and craft area where various projects and activities are supervised. "Members of the group are paid a token wage so that they will feel they are contributing," said Wells.

This year a new workshop facility will be built in an area behind the school. Both Wells and Evans expressed the hope that the entire complex when completed might also be used for recreational activities and summer programs for the trainable and their families.

Such service is much needed. "There are 7.1 people affected by each retarded person, according to the American Association on Mental Deficiency," said McCutchen. They, too, need help and understanding. And the trainable themselves can never be entirely self-sufficient. "They will always need shelter," said McCutchen.

DOLLAR PROVIDES INCENTIVE

Dear Sir:

We take great pleasure in announcing that YOUR LICENSE NUMBER has been selected as this week's LUCKY NUMBER in our Lucky Tag Bonanza.

You will receive at no additional cost a four (4) speed automatic Hi-Fi Stereo Console with built-in AM and FM radio. You will have a choice of several sets.

As you can see, this type of advertising is quite expensive; therefore, to help offset some of the costs of freight and advertising you must agree to purchase the equivalent of one stereo record weekly for twelve months.

Thousands of people are misled by letters like this one every year. And the offer, although misleading, is honest. The consumer market — even discounting the flim-flams and frauds — is growing more and more like a battlefield every day. Even the most astute buyer must arm himself with a calculator to figure out which brand of beans is the best buy. And he's losing the war: personal

1. You can purchase a six-bottle carton of king-size Kool Kola for 49 cents a carton or the giant size for 79 cents a carton. If the king-size bottle contains 12 ounces of Kool Kola and the giant size contains 16 ounces, which is the more economical buy?

1. King-size carton.

2. Izzy Wise bought two shirts marked "reduced — two for $8.00." When he came out of the store, he met his friend, Willie B. Sharpe. Izzy showed Willie the shirts and Willie exclaimed: "Oh, I wish I had waited. Just last week I paid $11.85 for three shirts just like yours!" How much could Willie have saved if he had waited?

2. Nothing. Willie saved 15 cents by not waiting.

3. Jim saw a surfboard for $40 which chould be purchased at a 10% discount if paid for by cash. He was told that for $10 down and $10 a month for 4 months, it could be his. How much could he save by paying cash instead of buying on the installment plan?

3. $14.00

4. Vera Stout estimates that she spends $5.65 each week for between-meal snacks. She decides to reduce this amount to $2.00 a week and save the difference. How much will she save in a year?

4. $189.80

5. Willie Wenn has $10.00 with which to buy his girl friend a birthday present. What is the most expensive box of candy he can buy and have enough money to pay the tax?

5. $9.71 if the total sales tax is 3%.

6. You have a four-year-old car and you now have the new car bug. One dealer offers you $495 in trade on a three-year-old car priced at $1,375. A second dealer offers you $375 on a similar car priced at $1,255. Which is the better buy and by how much?

6. Each would cost the buyer $880.

7. Why does it cost more to buy a loaf of bread at 10:30 p.m. from the quick market than from the supermarket at 10:30 a.m.?

7. It takes more than a pencil and paper to be a good consumer. The answer can't be added or subtracted.

IN CONSUMER MATHEMATICS

bankruptcies are going up along with costs. Consumer protection has gained much ground in North Carolina – but the buyer must still beware.

Education is his best weapon. The complexities facing the consumer are touched on in many public school courses – home economics, civics, basic math, to mention a few. But consumer mathematics is the only course devoted completely to the subject. Enrollment is growing: more than 20,000 students took the course last year; only 10,000 signed up during the 1965-66 school year.

Designed primarily for students not going on to college, the course touches on many topics besides math: civics, economics, sociology, etc. It has one of the best built-in potentials for motivation of any course: the dollar and how to hang onto it. Course curriculum, however, was catch-as-catch-can for many years. Business math texts, often outdated, were used in most consumer math classrooms. This year, however, the math education division of the State Department of Public Instruction has published a thick consumer mathematics curriculum guide that ties subject matter together, gives rich bibliographical information, and provides sample problems.

The guide was published with ESEA Title V funding and written with the help of several North Carolina consumer mathematics teachers. It was tested last year in 17 North Carolina schools before being finalized for broad distribution this year. Units include banks, consumer credit, housing, insurance, probability and statistics, money management, savings and investments, swindles and gyps, taxes, and transportation. All are written to interest students – puns are the rule – and the material is based on actual situations in North Carolina. "The tax structure in Michigan, for example, would be a bore to our students," said Bob Jones, math education director for the State Department of Public Instruction. (Jones explained that materials for consumer math education were very "sketchy" until the publication of the guide, and requests from other States for copies of the guide have been received.)

Mrs. Margaret Perkins, head of the math department at Western Alamance High School, has found the guide's unit on gyps and swindles arouses a lot of student interest. One of the teachers who helped write the guide, she began her consumer math courses this year with the frauds unit. Her students combed the neighborhood to uncover local swindles, and they found a retired teacher who had been flim-flammed out of her life savings. "You'd be surprised how much of this goes on," she said. "I don't, of course, tell the students what is or isn't a fraud or a swindle. They have to decide for themselves," Mrs. Perkins said. "They've found that most businessmen are honest, but now they can tell the difference," she said.

With units not quite as high in motivation as swindles and gyps, Mrs. Perkins has other methods to get students involved. She feels, for example, that there are two ways to introduce a unit: the mystery method in which students don't know a thing that's coming or laying all the cards on the table and telling them everything. Mrs. Perkins chooses the second method. She begins by distributing a unit outline – straight from the curriculum guide – which students discuss and amend, adding other topics they want to learn about.

"After that I use everything we can find, including newspaper articles on the subject, magazine stories, free literature, filmstrips, field trips, and speakers," she said. The guide serves her as an outline, although much of the material can be duplicated for student use.

In Mrs. Perkins' class, the students are the legmen. "I've got 60 pairs of legs to run around and find things out," she said. They visit stores, for example, to discuss credit options. "They pick the stores they shop in and want to know about," she said. But before they go, Mrs. Perkins primes them with discussions of how to dress, what questions to ask (they write lists), and how to ask their questions. They also visit insurance salesmen and adjusters, used car dealers, and so on.

When it comes to planning field trips, the students know what they're doing. While studying transportation, for example, her students said they'd like to visit a traffic court. Mrs. Perkins asked for a volunteer to arrange the trip. There were none. "All right," she said, "I guess we don't go." Hands suddenly waved.

"I think students should become independent quickly," she said. Practice in dealing with businessmen and community agencies will be invaluable when the students are full-fledged consumers. They'll know who to consult about various problems and what to ask them.

Group work is another Perkins approach. "Students learn so much from each other," she said. And their conversations aren't all froth. Many of Mrs. Perkins' students are permanently employed – about two-thirds are enrolled in distributive education or industrial cooperative training and have sizeable incomes to spend. In one class alone, ten students owned cars. Several volunteered to keep records of their car expenses to give the class concrete examples of car costs.

All of the information studied is presented in terms of what is done locally. With tax structure, for example, they begin with the local taxes and work their way to federal spending. Students find their own part of the structure by filling out tax forms themselves. "So few of them know anything about taxes," said Mrs. Perkins. "And they are really interested to find out what comes back into their own county," she said.

Students in consumer mathematics courses differ widely in ability and outlook. "There are all levels. Some have difficulty even adding," said Mrs. Perkins. But more and more college bound students are electing the course every year, according to Mrs. Perkins. She explained that those going on to college can take three years of formal math and elect the consumer course. "All of the students need this," she said. "In fact, there are countless adults who could benefit from it, too," she said.

For those students with a weak math background, Mrs. Perkins takes time to work on basic operations: adding, subtracting, multiplying, etc. "But the students are delighted to learn that they don't have to be great in math to do well in class," she said. Math problems seem simpler when students are motivated to find solutions to situations they've found themselves.

Mrs. Perkins' approach to the mathematical operations is as down to earth and relevant as the subject matter that brings them into play. "I tell the students there's nothing wrong with using their fingers, for example. They've all got a handy calculator built right in," she said, holding up her fingers to count.

But she stumps even the brightest when she comes to estimating and puts "$2.95" on the overhead projector and asks "What's that?" with great mystery. "No, no, no," she says when they answer "two ninety-five."

"For consumers, two ninety-five is the same thing as three dollars," Mrs. Perkins explains.

"No, it's not," a student argued. "With tax it's even more than three dollars."

"This is a fun course," said Mrs. Perkins. She's right. But even more than fun, it's useful.

STATE BOARD OF EDUCATION ACTIONS

Approval of 21 "middle grades occupational exploratory programs" was announced at the December meeting of the State Board of Education. The 21 projects were chosen from 72 submitted by local administrative units. The purpose of the programs is to provide students with a chance to explore many occupational opportunities before they select specific occupational goals at the high school level. The programs, designed as an aid in preventing dropouts, are scheduled to begin second semester.

The 1969 General Assembly appropriated $3 million for the middle grade projects. Budgets for the individual projects recommended for funding vary from $30,000 to $125,000, averaging $100,000 each for the biennium. Approximately $900,000 of the total appropriation will remain for funding of new projects for the 1970-71 school year.

Projects were approved from the following units: Washington County, Pitt County, Lenoir County, Wayne County, Sampson County, Nash County, Rocky Mount City, Cumberland County, Robeson County, Stokes County, Guilford County, Greensboro City, Eden City, Gaston County, Kannapolis City, Charlotte-Mecklenburg, Davie County, Watauga County, Newton-Conover City, Rutherford County, Madison County.

The State Board of Education also approved a recommendation that the State Superintendent of Public Instruction be given authority, under the teacher reciprocity legislation adopted by the 1969 General Assembly, to sign contracts with other states that have adopted reciprocity legislation. Under this legislation certificated teachers moving to a new state must still apply for that state's certification, but it is automatically granted, waiving the requirements of the new state. At present the following states are included: California, Connecticut, Delaware, Florida, Hawaii, Idaho, Indiana, Maine, Maryland, Massachusetts, Minnesota, New Hampshire, New Jersey, Ohio, Rhode Island, South Dakota, Vermont, Washington, West Virginia, and Wisconsin.

The December meeting was held in Charlotte — the fourth meeting to be held outside Raleigh in recent years. In addition to the regular session, Board members were guests of the Charlotte-Mecklenburg system and toured Independence High School and Albemarle Road Elementary School as well as Charlotte Technical Institute.

RIDING THE SCHOOL BUSES

State Sponsored Student Transportation for 1968-69

The average school bus transported 66 students each day during the 1968-69 school year; made 1.57 trips per day, 12.0 miles in length (one way); transported 48.5 students per bus trip, including students who were transported from elementary to high schools.

During the 1968-69 school year:

- 610,760 pupils were transported to public schools by the State
- 54.9 percent of the total public school average daily attendance was transported
- 70.9 percent were elementary students
- 29.1 percent were high school students
- 3.5 students were loaded (average) each mile of bus travel

The total cost of school transportation was $14,293,272.80, including replacement of buses. The average cost, including the replacement of buses, was $1,541.05 per bus for the school year — 181 days; $8.51 per bus per day; $23.40 per student for the school year; $.1292 per student per day; and $.2243 per bus mile of operation.

NEWS BRIEFS

JAMES BRAY NAMED HEAD OF GOVERNOR'S SCHOOL

James L. Bray, an associate professor of education at Salem College, has been named resident director of the Governor's School of North Carolina. Bray served as co-director of the school last summer and has been associated with the institution since 1966. He has been involved in education for over twenty years, and his experience has included teaching, supervision, and administration in both public and private institutions.

A dramatist, Bray was associated for many years with Paul Green's "The Common Glory." In addition, four of his plays have been published. Bray is married to the former Virginia James. They have two sons.

At the November meeting of the State Board of Education, proposals concerning the administration of the Governor's School, made by State Superintendent Craig Phillips, were approved. The changes, said Dr. Phillips, are not a reorganization but a clarification of the relationship between the school and the State Department of Public Instruction.

The number of members of the Board of Governors of the school has been changed from 12 to 10, and the term of office for each member has been changed from three years to one of not more than two consecutive three-year terms. In addition, the functions of the resident director and his relationship with the Board of Governors, the school, and the Special Education Division were outlined. Liaison with the State education agency will be handled by the Special Education Division.

The Governor's School originated in 1963 with foundation funds as an outgrowth of a proposal made by Governor Terry Sanford. The institution, a summer session for gifted children held on the campus of Salem College, became a permanent State educational project in 1966.

"SESAME STREET" MATERIALS

Parents and teachers interested in receiving the monthly utilization guide for "Sesame Street," a television series designed to instruct as well as entertain preschoolers, may direct their requests to *Children's Television Workshop, Box 9140, St. Paul, Minn. 55177.* Subscription rate for the publication, *Parent/Teacher Guide,* is $2. Included in the guide are the lessons to be presented on each program and follow-up activities that can be used every day. Six issues of the guide will be published. The hour-long program is being aired daily, Monday through Friday, by all stations in the University of North Carolina Television Network. The series, which began in November and will continue through May, is broadcast daily at 10 a.m. and repeated each afternoon at 5 p.m. The program is seen once a day at 4:30 p.m. in the Charlotte area.

DUPLIN SCHOOLS INVOLVE CITIZENS

More than 500 Duplin County citizens will be involved in a school improvement plan that has been approved by the Duplin County School Board. The plan, submitted by Superintendent C. H. Yelverton, asks Duplin citizens to take a look at their schools and recommend ways of improving them.

The Duplin County School Improvement Project calls for local school committees in each of the county's 20 school districts and one county-wide committee, both with membership representative of the general adult population of Duplin County. The project is an attempt, said Superintendent Yelverton, to "release the power that lies with the community for school improvement."

Each of the school committees is to be composed of 20 to 40 members, with laymen making up more than half of the membership. The rest of the committee will be composed of the principal, the P.T.A. president, teachers, a black student and a white student for each high school's committee, as well as laymen and professional representatives from the county-wide committee.

The 70-member, county-wide committee will have representatives from each of the 20 participating schools — teachers, principals, and laymen — as well as representatives from private schools, the chairman of the Duplin school board, the superintendent of schools, and students.

Two reports will be made by the project committee. The first is scheduled for April 30 of this year; the date for the second has not been determined.

ELEMENTARY SCHOOL PRINCIPALS CONFERENCE ANNOUNCED

The Southeastern Conference of Elementary School Principals for 1971 will be held in Columbia, South Carolina, William Tim Brown, president of the South Carolina Association, announced recently. Conference headquarters will be the Sheraton Hotel. Dates for the meeting will be March 24-27, 1971.

NEW HEALTH PUBLICATION

The School Health Division of the American Association for Health, Physical Education, and Recreation (AAHPER) began publication last fall of a new quarterly magazine, *School Health Review.* The purpose of the publication is to provide information and ideas for school personnel involved in health instruction and health services.

Each issue of *School Health Review* features a series of articles devoted to a timely aspect of health education or services. Other articles cover various aspects of school health on different levels. Regular features include reviews of new literature and listing of new teaching resources; brief descriptions of innovative programs; news from the field, including activities of state and federal health agencies; summaries of recent research studies; and information about activities of the School Health Division. "Action," the newsletter previously issued by the Division's National Council for School Nurses, has been discontinued.

Subscription rate for *School Health Review* is $5 for libraries and institutions. Members of the AAHPER may receive the magazine for $5. Further information may be obtained from the American Association of Health, Physical Education, and Recreation, 1201 Sixteenth St., N.W., Washington, D.C. 20036.

MY ONE-ROOM SCHOOL

by Kate Fleming Brummitt

Mrs. Brummitt taught in Granville County, Oxford, and Elizabeth City from 1907-1912. She was married in 1912 and was not eligible to teach in Oxford (married women were not employed). During World War I male teachers became scarce and Mrs. Brummitt taught for four and a half years.

After the war she and her husband, Dennis G. Brummitt (Attorney General, 1925-35) moved to Raleigh and she took courses at State College until she earned her B.S. in 1934 when she was 46. (At the same time her husband was awarded an honorary Doctor of Laws degree by his college, Wake Forest. Beginning at 17, he taught and was a principal for seven terms in Granville County – usually four-month, one-teacher schools. When he was not teaching, he studied, raised tobacco, and went to college until he got his law degree in 1907.)

In 1935 Dennis Brummitt died. Mrs. Brummitt went to Carolina for one term and then went home to Oxford and taught 2nd, 3rd, and 4th grades until she had completed 26 years of teaching.

In the middle of a hot Saturday afternoon in September 1907, Lee Fuller's dray rattled up to our house and took my trunk to the station where I boarded the train for Hester, thirteen miles away. I was going off to teach. There was no way to go but by train. Automobiles were so scarce in Oxford that we still ran to the window to see one pass. As to the trunk: I'd go home very seldom. I could get there all right Saturdays, but in order to be back in time for school Monday morning, I would have to take a train from Oxford about mid-day Sunday.

I was glad to be going. Early in the summer I had applied for work at every school on a railroad in Granville County. It was August when J. C. Pittard, Chairman of the School Committee at Hester, phoned me that I had been elected to teach during the coming six-months term at $40 a month. Board could be had for nine dollars a month, and I could get a good washerwoman for twenty-five cents a week. He'd let me know later where I would board.

I accepted on the spot. I was lucky, I thought, to "get a school." There were few openings for girls in our town. About four girls were stenographers, one clerked in a dry goods store, and one operated the telephone exchange. The nursing profession was still looked upon askance by older people. Now that I was going to work I took down my plait, practiced doing my hair up on top of my head in an "eight" and lengthened by skirts until they almost touched the floor. I was on my way. Or was I?

Late in August Mr. Pittard telephoned to tell me that I'd board with the Joe Bullocks and their little six-year-old James would walk with me the mile and a half through the pines and up the railroad track to school. That was agreeable with me. I had walked about that far from home to Oxford College during my two years there. But when Mama heard the plan she went straight up in the air.

"No child of mine is going to walk through any woods with just a six-year-old boy for protection," she told me. I argued all I dared, but in the end I had to write Mr. Pittard that unless some other boarding plan was made, I couldn't accept the place. "If they want you bad enough," Mama said, "they'll make some way to get you." They did.

Mrs. Sam Alex Fleming, wife of one of the committee, lived not too far from the school, and she agreed to take me for one month on trial. It was not her turn to "take the teacher" (which I learned was considered quite a chore), but she had children and wanted a school. When I met the Fleming family, thirteen in number, that first Saturday afternoon, I wondered how one girl could make much more work in a set-up like that. I was to care for my own room and pick up my chips and fat lightwood splinters at the woodpile. As for the extra cooking, I'd been trained to hold down on food. Mama often said that more than three biscuits would spoil any lady's complexion.

On Monday morning, September 9, four of the Fleming children escorted me to the one-room yellow building down the hill from the Pittard's house. At 8:15 I stood on the porch and rang the bell. Girls and boys, big and little, came trooping in. Already they had left their hats, caps, sunbonnets, lunch baskets, and buckets in the cloak closet.

The schoolroom was big with a lot of bare windows. The desks, both pupil's and teacher's, were homemade, as were the recitation benches and blackboard. A dozen or two library books and a handful of "gospel hymns" were on a shelf. Those, a box of chalk, some erasers, and a big wood-burning stove comprised the total equipment of the room. In the cloakroom were an ax, two water buckets, two dippers, and some brooms made from straw wrung down in the field. A committeeman would send us a "carryall" full of wood when it was needed, and the boys would cut it and make the fires. Big girls and the teacher always swept the room at the afternoon recess (we taught until four o'clock).

There was no water on the place, neither spring nor well. Every day at lunchtime and before morning and afternoon recess, two boys (chosen as a special privilege) would visit Mr. Pittard's well. On returning they'd pass up and down between the rows of desks, and every child would drink what he wanted, then plunge dipper and leavings back into the bucket. That practice soon gave place to a water cooler with spigot and individual drinking cups. A washpan, soap, and towels made their appearance among us, too.

We had no toilets, but there was always the friendly protection of a clump of blackberry bushes or a mass of little sassafras trees. The children

accepted the situation as a matter of course and would speak to me with dignity of "going to the bushes."

Parents expected every child to "say" as many as four lessons a day. If that were done, there was no objection to the first two grades playing out much of the time in good weather. All above the third grade had at least six studies, not to mention the copies I set on slates and tablets. Textbooks were scarce. Some could be bought in an Oxford drug store, but most were borrowed, secondhand, or passed down in the family. Our schoolroom was a cooperative place. Big folks helped little ones; the fast helped the slow; and some with just a little guidance could manage much of their work alone. We were a happy, healthy, busy group.

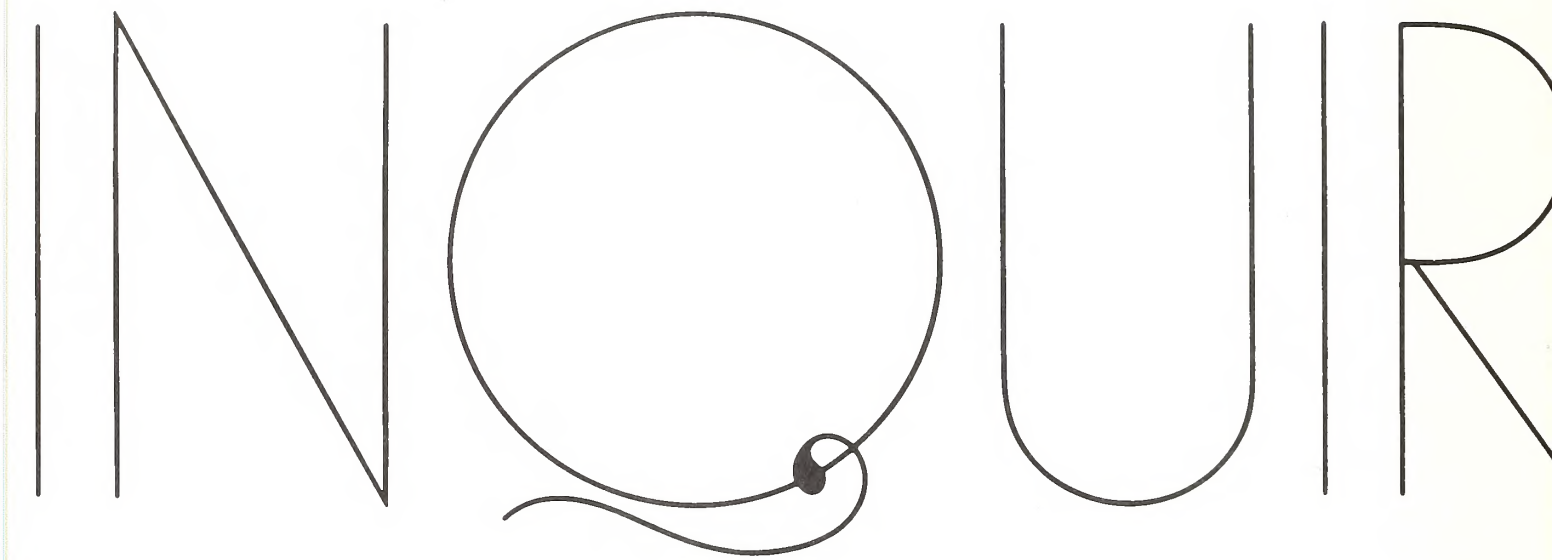
I knew no "methods." Oxford College had no teacher training course. I was armed with a first-grade Teacher's Certificate and an understanding of the hearts of children. I lined pupils up, gave out spelling words, map questions, capitals of the states, arithmetic tables, and assigned examples to be worked. My little beginners got a mixture of A B C's, sight reading, and phonics. The amazing thing was they learned.

One of my pals went to the State Normal and took teacher training. She told me that Miss Anna Meade Michaux, her critic teacher, had all pupils hand in every afternoon a plan for the next day's work, based on the "Five Formal Steps." I did not know one formal step, much less five.

There was no way to guess what might happen in my schoolroom at any time. Gladys, aged six, wearing her Sunday shoes, waded in a mudhole and was afraid to go home till I dried her out; Bill and Jim, aged nine and eleven, came to school with flushed cheeks and bleary eyes — drunk — from bootleg whiskey they'd found after their father's corn shucking; one little boy came rushing in complaining that a playmate had "cussed my mama" (time for a mouth-washing with soap and water). Truly, there was never a dull moment.

After two years at my little school, I realized I must work more than six months in the year, and without training I'd never qualify for a longer term. When Uncle Ben offered to give me a year at the Normal, and the College offered me and all other would-be teachers in North Carolina free tuition if we'd promise to teach two years in the state, I accepted both offers, went, and learned the Five Formal Steps from Mr. J. A. Matheson and Miss Ione Dunn.

Even now, however, after more than 50 years, I can see my first beginners sitting on the backless benches, swinging their small bare feet, or trudging down the long country road to school, bringing me a tight little bunch of marigolds and zinnias, or a baked sweet potato.



Washington High School houses one of the most interesting educational experiments in the State. U.S. history students there are coming up with the facts to be learned — and learning them in the process — rather than soaking information from all-knowing teachers or texts.

The inquiry method being used by Mrs. LaRue Evans, director of the ESEA Title III social studies project at Washington High School, encourages students to question and ponder a problem. "We want them to look for loopholes and fallacies — investigate for themselves rather than taking things for granted," she said.

Many traditional ideas have been abandoned in this project, now in its third and last year. The classroom, for example. Students in the project spend much of their time in a social studies resource center that has been set up across the hall from the school library. The center has several "stations" for student work: individual study carrels, audiovisual centers with films and tapes, conference rooms for meetings with teachers, and small seminar rooms for student discussion or showing films.

Students enrolled in the U.S. history courses taught in conjunction with the project begin their work, however, in the classroom. And they are heterogeneously grouped. "One of the objects of the project was to prove that standards do not have to be lowered as a result of heterogeneous grouping," said Mrs. Evans. "Individualizing the learning experience can result in higher standards and more

MOTIVATES WASHINGTON STUDENTS

individual progress," she said. To provide for individualism within the heterogeneous classes, Mrs. Evans and the two teachers provided under Title III have developed eight basic units of study for the course. Each unit has, along with lesson plans, three different bibliographies compiled according to student abilities. A slow or poor reader might receive a unit bibliography with much audiovisual material and few books. Able students receive bibliographies with more books, but the audiovisual materials are still available to him. Textbooks, according to Sam Keel, one of the teachers, are just another reference book.

Students use the bibliographies as a basis for finding their own information. And they are motivated to do so by formulating problems or hypotheses which they then must test through research. First, however, the students must learn what a hypothesis is, how to conduct research, test the validity of their hypotheses, etc. The first unit taught in the course, "Youth's Role in Contemporary American Society," is used to introduce basic skills and the inquiry method. Once a student has formulated a hypothesis, the class has formulated one, or a problem is posed by the teacher, the research begins.

Armed with their bibliographies, the students head for the resource center or the library to prove their theories. They are required to study all the materials on their bibliographies, and most of them must do further research to prove – or sometimes disprove – their hypotheses.

Units are organized in terms of cycles, or designated periods of time. Each cycle consists of certain time periods during which students must use specific "stations" in the resource center or library to do their research. The cycle usually consists of four days but can be varied to meet the requirements of the unit. "For the usual cycle, however, a student might spend his history period in the library on the first day, in the resource center the second, viewing films the third, and participating in a student seminar the fourth," said Keel.

At the end of a cycle the class reconvenes for summing up and presenting findings. They might present a panel report from the recorders of each seminar, position papers could be written, questions directed by the teacher, gaming techniques carried out, a field trip held, or any other method suitable for summing up or presenting material. "The whole thing is open enough to allow for teacher differences," said Keel.

Each student participating in the project is required to keep a social studies notebook with separate sections for seminar notes, independent study projects, classnotes, handouts, notecards, bibliography, research, and vocabulary. In addition, each student keeps a diary with at least two entries per week. "And this doesn't mean where they were on Friday night," said Mrs. Evans. "They learn to write about what they've read or seen on television and how they feel about it," she said.

Notebooks are checked periodically by the teachers. Grades for the course are derived from the notebooks, papers written for class, and class participation. "There are no multiple choice or true-false sort of tests," said Mrs. Evans.

Presenting history to a heterogeneous class through individualized instruction, inductive reasoning, independent study, and use of primary sources, isn't the only objective of the project. "The main aim," said Mrs. Evans, "is to help each student mature by learning to make decisions and solve problems." Teachers say the method is also "fun" to students and teachers as well as stimulating. "We've tried to provide a free learning situation in which we can concentrate on the relevant aspects of history," said Ann Powers, the other project teacher.

"The freedom to move about the school without direct teacher supervision and the freedom to find meaningful problems and try to solve them has resulted in a lot more student decision making," said Mrs. Evans. Testing with a control group last year proved the point. Differences in the amount of subject matter learned by the two groups was insignificant. "But our group was far ahead in critical thinking," said Miss Powers.

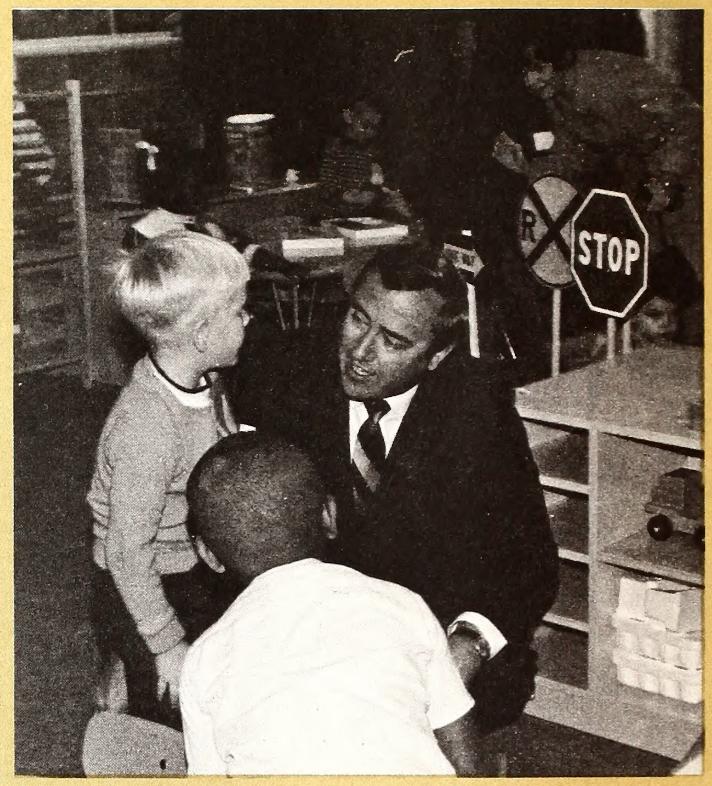
Skill improvement is emphasized along with critical thinking. Reading enjoyment, notetaking, abstracting, and critical analysis are stated objectives of the project. "By attempting to develop the writing skills, we hope to lead the students to greater creativity and more enjoyment of writing," said Mrs. Evans.

The method hasn't been confined to U.S. history or to Washington High School. Miss Powers and Dee Franklin, an English teacher, have teamed themselves and two classes for a course they call "American Studies." Last summer a wall between their classrooms was removed and a teacher workroom-office built in a corner to make the teaming easier this year. Relating material and skill building activities seems to have worked. With 60 students and a two-hour block of time, the two teachers have tried everything from gaming and grouping to month-long independent study projects.

To spread the method to other schools and other teachers, Mrs. Evans has devoted much time to in-service training, much of it with elementary teachers. "We have to start young to get the students to stop accepting everything a teacher says as the truth and prove it or think about it themselves," said Mrs. Evans.

The project's funding, however, will end this year. But Mrs. Evans feels that much can be continued without the federal pocketbook. "We've already got the equipment, the books, the resource room. The important thing is to keep the method going," she said. Jasper Lewis, superintendent of Washington City Schools, feels that the project has affected other schools in the system by broadening the use of the inquiry method. "We hope to continue much of this type of instruction as an outgrowth of the project," he said.

STATEWIDE CEREMONIES MARK OPENING OF PUBLIC KINDERGARTENS



"Kindergarten education must become just as much a part of total educational opportunity in North Carolina as our elementary, secondary, community colleges, and higher education programs," said State Superintendent Craig Phillips at ceremonies held Dec. 1 at Jeffreys Grove School. The occasion marked the opening of eight State-supported kindergarten-early childhood education centers made possible by a $1 million appropriation of the 1969 General Assembly.

Governor Robert Scott, featured speaker that day, said: "We believe that each penny spent on educating our children, our most precious resource, is a penny well spent." Opening ceremonies were held simultaneously across the State with each of the eight kindergartens, one in each of the State's eight educational districts, linked by a conference-telephone hookup. State Superintendent Craig Phillips noted the Governor's support of public kindergartens in his introduction: "He spoke out for legislative support of a solid beginning of public kindergartens for North Carolina when his voice was needed."

Participating with the Governor in the ribbon cutting which officially opened the Jeffreys Grove kindergarten were Mrs. Margaret Scarborough and Mrs. Anne Evans, kindergarten teachers, and Phillip Bruce Jackson and Eulla Yvonne Dozier, students.

Following the telephone greetings, programs were held at each of the kindergartens. Legislators, local officials, school officials and interested citizens were present at each location. Speakers included John Pritchett, member of the State Board of Education, at Chocowinity School; Dr. Richard Ray, director of the Learning Institute of North Carolina, at Beaufort Elementary School; Dr. James Hilton, executive director of the Smith-Reynolds Foundation, at Southern Pines Elementary School; Mrs. Lena Marley, Chairman of the United Forces for Education, at Saxapahaw Elementary School; Mrs. Carlton Watkins, president of the State Parent Teachers Association, at Woodhill Elementary School in Gastonia; R. Barton Hayes, member of the State Board of Education, at E. Harper Elementary School in Lenoir; and Mr. John Reynolds, member of the State Board of Education, at Sylva Elementary School.

Some 320 five-year-olds are enrolled in the pilot kindergarten project with 40 at each location. One-third of the two-year $1 million appropriation has been allocated to the eight centers during the first year. Plans for the second year of operation will include twice as many children and 16 kindergartens.

James W. Jenkins, special assistant for elementary education with the State Department of Public Instruction, is coordinator of the project. One important objective of the program, said Jenkins, is to develop kindergartens that are an integral part of effective, continuous educational programs for children from age five to eight.

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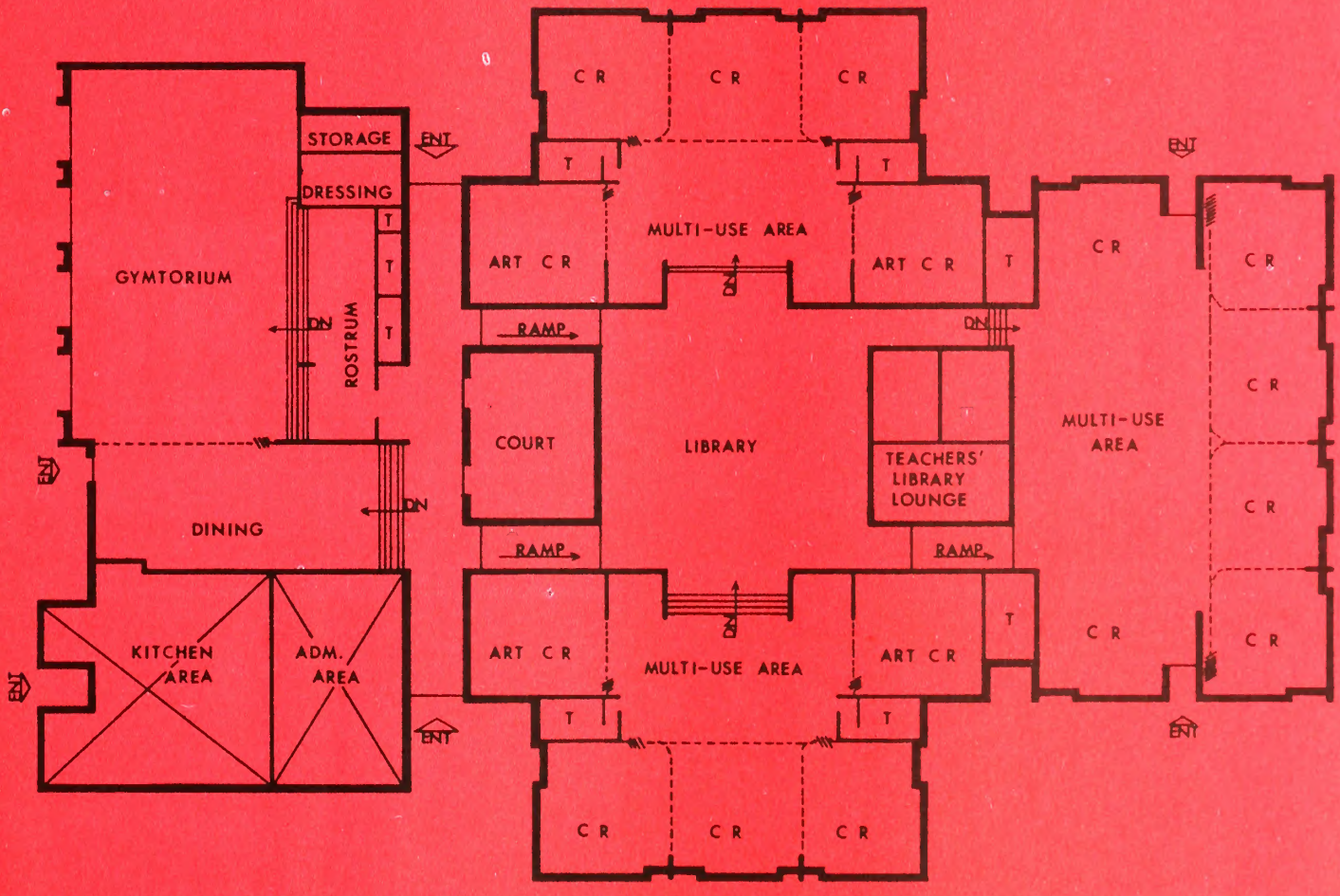
NORTH CAROLINA PUBLIC SCHOOLS



NORTH CAROLINA PUBLIC SCHOOLS

Volume 34 / Number 6 / February 1970

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Official publication issued monthly, except June, July and August, by the State Department of Public Instruction. Second class postage paid at Raleigh, N.C. Unless otherwise noted, no credit or permission is required for reprinting, with the exception of articles from other publications reprinted herein. Mailing address: North Carolina Public Schools, Division of Public Information and Publications, State Department of Public Instruction, Education Building, Raleigh, N.C. 27602.

EDPRESS

COVER: Saxapahaw Elementary School, Alamance County. Story begins on page 8.

From the State Superintendent

A close personal friend in the advertising business told me recently he was shocked when he saw this Doyle Dane Bernbach, Inc. advertisement in a national magazine:

DO THIS OR DIE

Is this ad some kind of trick?
No. But it could have been.
And at exactly that point rests a do or die decision for American business.
We in advertising, together with our clients, have all the power and skill to trick people. Or so we think.
But we're wrong. We can't fool any of the people any of the time.
There is indeed a twelve-year-old mentality in this country; every six-year-old has one.
We are a nation of smart people.
And most smart people ignore most advertising because most advertising ignores smart people.
Instead we talk to each other.
We debate endlessly about the medium and the message. Nonsense. In advertising, the message itself is the message.
A blank page and a blank television screen are one and the same.
And above all, the messages we put on those pages and on those television screens must be the truth. For if we play tricks with the truth, we die.
Now. The other side of the coin.
Telling the truth about a product demands a product that's worth telling the truth about.
Sadly, so many products aren't.
So many products don't do anything better. Or anything different. So many don't work quite right. Or don't last. Or simply don't matter.
If we also play this trick, we also die. Because advertising only helps a bad product fail faster.
No donkey chases the carrot forever. He catches on. And quits.
That's the lesson to remember.
Unless we do, we die.
Unless we change, the tidal wave of consumer indifference will wallop into the mountain of advertising and manufacturing drivel.
That day we die.
We'll die in our marketplace. On our shelves. In our gleaming packages of empty promises. Not with a bang. Not with a whimper. But by our own skilled hands.

I ask myself the same questions:

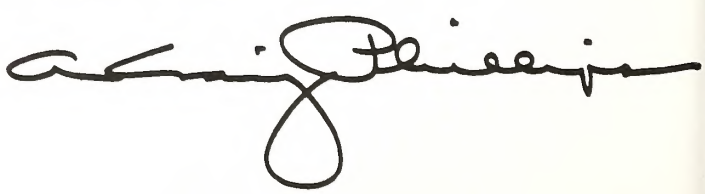
Do we in public education have a product that is worth telling the truth about?

Are we adopting new programs, new methods and finding new people in order to develop a better product of public education?

If public education ceases to become the hallmark of our democracy — who must bear the blame?

If we really do have a product of public education worth telling the truth about — are we telling the truth about it?

I firmly believe that we *do* have a *great* product. It *is* worth telling the truth about. Let's do a far better job than we've ever dreamed we could do.



SENIORS BECOME TEACHER AIDES

Sixteen senior girls at Garinger High School in Charlotte are spending two hours each school day at nearby Shamrock Gardens Elementary School. They haven't been demoted. They're learning how to be teacher aides, and they're getting paid to learn.

The program, called Cooperative Educational Occupation, is the only one of its type in the Charlotte-Mecklenburg school system. And according to T. Carl Brown, occupational education consultant with the State Department of Public Instruction, the program is the only such project in the State at the present time. It works much like distributive education or the industrial cooperative training program, according to Brown. The girls attend classes at Garinger most of the day and work for two hours a day as teacher aides at Shamrock School. They receive $1.45 an hour for their services and two school credits for the course, taught by Mrs. Willa Carson, who also teaches home economics at Garinger.

The idea of the new program is quite simple, according to Garinger Principal Ed Sanders: "We furnish retail and industrial people with trainees, why not look after the school system's well-being?" And there's not a teacher in the State who wouldn't agree. They all need aides. In addition to helping with clerical work and the manual preparation necessary before a teacher can get down to the work of teaching, aides are invaluable when it comes to giving each child more individual attention.

The new program began last fall. During the first month of school the students spent about three hours a day learning about teacher aides in an orientation course taught by Mrs. Carson. To develop the course, she checked all available literature as well as going to her fellow teachers. They gave her long lists of activities and duties they'd like teacher aides to be able to do. And Mrs. Carson set about teaching the girls these procedures and skills. Among them were use of audio-visual and duplicating equipment and office machines. Filing, aspects of child psychology, personality development, and personal grooming were also taught.

Each girl was asked to keep a log of her learning experiences. Mrs. Carson feels that personal initiative is one of the most important factors in becoming a good teacher aide, or a good teacher for that matter. "The log helped them to see how they were doing. It gave them a way to evaluate themselves," she said. Preparation also included visits to Shamrock School to watch classes and talk with the personnel.

By October the girls were at work at the elementary school – only two blocks away – and drawing wages. Each afternoon at 2 p.m. they meet with Mrs. Carson for their class on "teacher aiding."

"They come back and kick off their shoes and talk about their experiences," she said. Some days they use the time to make flash cards and other materials for their classes. During this period the girls also discuss educational philosophy, child development, or give reports on various topics assigned by Mrs. Carson. "I try to give them a little psychology so they can better understand the children's behavior – so they just won't think a child is mischievous, but will understand why he behaves the way he does," she said. "And it's helped give them a little insight into their own behavior, too."

To help the girls gain experience with various grade levels, they are moved from class to class on a regular basis. In addition, they also have duties in the lunchroom and physical education area. "These girls are finding their own way, and they seem to enjoy it," said Mrs. Carson. There are no boys in the course this year, but Mrs. Carson hopes to attract some in the future.

The principal of Shamrock Gardens, Mrs. Rosalie Andrews, is quite enthusiastic about her young teacher aides. "Just the other day a child who had been having some difficulty with spelling seemed to get it all of a sudden. The children just seem to relate to these girls," she said.

At the beginning of the program, the main idea was to train teacher aides, according to Mrs. Carson. Since then, however, thoughts have changed somewhat. Two of the girls enrolled have been so impressed with their experiences that they've decided to go to college and become teachers. All those in the program take other courses except for the hours between 9:15 and 11:15 which they spend at Shamrock Gardens. Thus, they have the opportunity to take the courses they might need for college entrance.

By now the girls are well prepared for the elementary classroom, but sometimes they still have to grit their teeth. Kathy Smith, for example, found herself with a fight to break up recently. And she did it, despite a little stage fright. She, like all of the girls, really enjoys her work.

"I love it, I guess because I like to be with kids," she said of the program. When Kathy isn't breaking up fights or helping her teacher with the children during a work period, she's grading papers. "When I graded the 'Weekly Readers,' I learned the answers so I wouldn't have to use the key," she smiled.

BRIGHT little newsletters with features about school happenings and school personalities are becoming the rule rather than the exception in North Carolina. More and more school units are publishing newsletters in an effort to bridge the communications gap where it really counts – at the local level.

In form the publications range from two-sided mimeographed sheets to slick little magazines eight pages and longer. A few, filled with excellent photographs and writing to match, could compete with the most up-to-date publications on the newstands. Others, a little less slick, feature a local touch that seems very close to the classroom. Some of the newsletters are published by graphics classes in local high schools, giving students a chance to learn on the real thing. Among them are the *Greensboro Public Schools Newsletter*, Lexington Schools' *Focus,* and *The Haywood School Review.*

Most of the newsletters publish three times a year. A few, however, publish on an irregular basis depending on the availability of news and funds. Funds, of course, are a major drawback to many of these local publishing projects. *Focus on Progress,* published by Chapel Hill public schools last year, has gone out of business this year. The magazine, printed on thick brown paper and filled with photographs, was one of the brightest productions. Mrs. Dawn Bryan, who edited the publication, says that the unit hopes to resume publishing when funds are available.

Some of the newsletters are published not by local units but by various projects funded by the federal government. An example is the *Co-Op Step Pointer,* an ESEA Title III publication for Carteret and Moore Counties. The newsletter is distributed to board members, legislators, newspapers, Congressmen, State education officials, and key citizens.

Distribution of the magazines varies with their form. Some go only to central office staff or teachers. Others try to spread their publication to the general public or at least to key citizens in their area. *The Moore County Schools Education Newsletter,* in its sixth year of publication, has one of the largest circulations with 10,000 copies going out three times this year. The newsletter is sent to school personnel as well as to parents, professionals, businesses, and various laymen in the area. Copies are also mailed to other school systems.

Contents of the newsletters vary with the skills and interests of their producers as well as the nature of the school units they represent. Most of the newsletters include calendars of school events and features about school projects and personalities. *The Charlotte-Mecklenburg School Report,* in its twelfth year of publication, carries a column with questions from readers on local policy answered according to Board rulings. Requests for questions are solicited by the editor and answered in each issue.

Boards of education have also been featured by many of the magazines. Reidsville City Board of Education's *Educational Life* is running a series this year called "Meet the School Board." Pictures and biographical material on several members are presented in each issue. Messages from the superintendent are another feature of many. And some of the superintendents use the opportunity to report on national meetings and educational trends as well as local affairs.

The Greensboro Public Schools Newsletter, begun last year, has a column of chatty news about teacher honors and doings called "School Mouse" which makes good reading for those who might not even know the teachers involved. Some of the newsletters carry public service information – *Moore County Schools Education Newsletter* ran a short article on the availability of adult education classes. Another newsletter featured information on precautions to be taken against winter colds and flu.

Regardless of the content and format, all the newsletters are designed to tell others – be they school personnel only or the public, also – what's going on in local schools. C. Wade Mobley,

superintendent of Montgomery County Schools which publishes the *Education Messenger,* said, "The publishing of this collection of school information and activities is another attempt to keep interested citizens informed of some of the happenings in our schools. Often we get so involved with our work that we assume everyone else knows as much about what we are doing as we do. The situation is often the reverse. Parents and the public in general will support us in our undertakings if they are kept informed of our efforts."

Classroom Focus: Wilson City Schools informs the public as well as giving teachers a few hints from their fellow workers. The publication, eight pages long, features short articles from teachers about classroom projects that worked. Superintendent George S. Willard said, "It has been our purpose to encourage our teachers to pool and share information about promising practices, and also, to better inform PTA members and the general public about the creative teaching that goes on daily in the Wilson City Schools."

Excerpts from two of the publications follow:

> If Uncle Sam has trouble balancing his budget it might be that he didn't start early enough. Mrs. Sarah Glasgow's second and third grade combination at Hearne School patronized local notion and variety stores with their P.T.A. attendance award recently. Each child was given his portion and permitted to purchase merchandise to the tune of 18 cents. Naturally, there was much excitement and changing of minds as well as some frustration with taxes. The climactic surprise was a fat, sugary lollipop presented by an appreciative store manager.
>
> *Classroom Focus: Wilson City Schools,*
> Vol. I, No. 2, March 3, 1969

> Two Chapel Hill Senior High School teachers have received recognition for creating simulation games in their own classrooms. For her game "Experiment in Socialism," Mrs. Peggy Bryan, teacher of United States history and economics, was presented an award from the National Schools Committee for Economics Education, Inc. at the American Association of School Administrators Convention in February and received a citation from the Freedom Foundation of Valley Forge, Pennsylvania.
>
> The basic idea of socialism – taking from each according to his abilities and giving to each according to his needs – is demonstrated in an unusual grading system through which she teaches socialism to her economics classes. The game, played for only a few weeks, calls for the highest grade in the class to be averaged with the lowest; both students receive the average grade. Then the next highest is averaged with the next lowest until all of the grades have been accounted for. In this way, the students get a taste of life under the socialistic economic system. "It transplants them to proletariat in a socialist society where grades are the wages," explained Mrs. Bryan.
>
> Her grading system has met with varied response ranging from complete rebellion to exuberant approval. A few students even stated that they would prefer to socialize their money rather than their grades. Different classes reacted differently: in some the students all gave up, feeling that it wasn't worth it to try for a good grade, but in another everyone tried harder. Students protested the socialistic system in various ways: they circulated petitions, staged a walkout, and even refused to participate in the experiment. Another sign of protest came in the form of banners and notes, one read "I am anti-socialist, but I will stay here and learn the evils of such a society."
>
> *Focus on Progress,*
> Vol. I, No. 2, December 1968

GRASS ROOTS COMMUNICATION

at tryon palace history lives

The day was dark, and the streets of New Bern weren't cheered by the heavy rain. The chartered buses, filled with seventh graders from Jacksonville who were a little tired and jumpy from the ride, changed gears and turned the corner. Suddenly the children were still. They peered out the rain-streaked windows at Tryon Palace. The buildings and surrounding grounds sprang out of the old neighborhood like a duchess dressed for a ball.

Craning their necks toward the Palace, the children were led out of the rain and into an auditorium across the street. And as they settled into the seats, excitement grew. The stage darkened and Donald Taylor, curator of education, stepped up. A screen descended from the ceiling, and soon the children were listening and viewing the story of the New World colonization.

Most of the children knew, of course, that Tryon Palace was the first permanent capitol of the Royal Colo-

ny of North Carolina and then of the State as well – they'd heard all that back in Jacksonville in their N. C. history classes. But they were soon to learn more as they were split into small groups and led to the Palace grounds by one of the friendly hostesses.

Tryon Palace, they learned, had burned to the ground in 1798. The buildings they would see were restorations built on the original foundations from the original plans. The restoration, carried out between 1952 and 1959 was made possible by the gifts ($3,000,000) of Mrs. James Edwin Latham, originally of New Bern. Tryon Palace is owned and administered by the State.

The seventh graders began their tour in the East Wing. They were met at the door by another hostess, this one dressed in an authentic 18th century costume. The students peered at the dress with a curiosity the hostess caught at once. "This is what ladies wore 200 years ago," she explained, adjusting her farthingales and discussing them in detail to the delight of her listeners.

She continued to enthrall them as she led the group from kitchen to laundry to servants' dining room in the East Wing, explaining the furniture and equipment along the way. "This is the way they baked bread way back then," she said, lifting a heavy bread board and sliding it into a brick oven as if she did it every day.

In the quaint bedrooms above, filled with antique bed hangings and strange looking appurtenances – shaving mirrors and old-fashioned eye glasses – the children learned that "the less important guests might have stayed here."

"And this is the first Murphy bed," another hostess said, pointing to an antique folding bed. Of course, she had to explain what a Murphy bed was. "Aw, we've got one kinda like that in our trailer," said one little boy, considerably less than impressed by it all.

When asked if the furniture they saw had actually been in Tryon Palace "way back then," the hostess told the story of its acquisition. The furnishings of the Palace were the private property of William Tryon, Royal Governor of North Carolina, from whom the Palace takes its name. In June 1770 when the Palace was completed, Governor Tryon, his wife, and nine-year-old daughter, Margaret, moved into the buildings bringing their own furnishings.

"Both Tryon and his wife were quite wealthy, and their furnishings were considered to be in fine taste," said the hostess. In 1771 when Tryon became Royal Governor of New York, he took his belongings along with him to his new home at Fort George. All of his furniture was destroyed by a fire there in 1773. Tryon, however, drafted a complete list of the losses room by room. The inventory was discovered in England when the restoration was taking place, and it was followed as closely as possible in furnishing the Palace. All of the furnishings are authentic 18th century English pieces, since that's what Tryon owned himself.

In the Main Building, where the Governor and his family lived, the children were met by more hostesses, all dressed in long gowns of dimity, taffeta, and lace – over the then popular farthingales. The students were shown a long seat that the hostesses said must have been made for ladies wearing farthingales. The sides curved out, and only a person with enlarged hips, or farthingales, would have fit it.

In the library the students learned that Governor Tryon was quite a learned man – hundreds of books lined the walls. "Since they were bound in leather, they often warped, and had to be pressed in a book press," said a hostess, explaining the strange instrument.

Perhaps more enticing was the tiny housekeeper's room filled with all the 18th century equipment a housekeeper might have used. The students peered closely at an antique copy of *The Art Of Cookery* and discovered they could read it. "And that," the hostess said, "is a napkin press," pointing to a strange object that looked like a thumb screw from the late, late show and worked just like the book press. She explained that 200 years ago people didn't use a clean napkin for every meal. "They all knew to use just one corner, so that the napkin could be used again." The children looked disgusted. They were discovering that life in the 18th century might have been elegant for some, but not exactly comfortable. Bathrooms, they found, just weren't. They stared at the small wash bowls in amazement. And, of course, they tittered at the "necessary house" across the courtyard.

In the guard room of the Main Building, the students spotted long clay pipes, and they learned how hard it was to light a pipe without matches. "I imagine they kept candles burning," said the hostess. Throughout the tour, the ladies continued to enthrall the children with information about an era long passed. Many of the comments were educated guesses about how equipment and furniture might have been used – the hostesses are in the Palace daily, dressed as their ancestors, and they discover new things every day. The people must have been smaller, for example. "The dressing screens are so short," a hostess said. Sure enough, research revealed that people were smaller, the average woman was under five feet 200 years ago.

More than 33,000 people visit the restoration each year, according to Curator Taylor. Of that number, about half are school groups. His planning has made the school children's visits worthwhile as well as fun. There's no endless trooping and looking without knowing what it's all about at Tryon Palace.

When teachers arrange for a visit, which must be booked through the office, Taylor sends them a brochure on the tour and information about materials – including a color film – available from the Palace. His brochure also relates the Palace to other subjects than N.C. history: geometry, science, home economics, English literature, and geography to name a few. Also included are a preliminary outline for classroom use prior to the tour and a list of other points of interest in the area.

Taylor conducts all the orientation presentations himself and fits the slide lectures to the level of knowledge of each group. The Palace hostesses take it from there. Taylor prefers splitting the children into very small groups – about 8 to 10 – so that they can get a personal tour of the Palace. Timing, he feels is also important. "There's no point in bringing them here when they're studying the First World War," he said.

Tryon Palace draws school groups from Raleigh eastward, and Taylor visits many schools to lecture on Colonial history. "I like to talk to the fourth and fifth graders studying American history and save the tour for the seventh grade," he said.

The approach at Tryon Palace, according to Taylor, is "living history." A visit will convince anyone that the approach works.

"This is little Margaret's bird cage," said a hostess when the children visited Margaret's small room. "She was an only child, and she wasn't allowed to play with the children who lived in the town. I think she might have liked a bird for company. Don't you?"

And Margaret seemed only a pace or two away. Perhaps standing in the next room looking through the rain at the nearby town, like the school children fingering her bird cage 200 years later.

Saxapahaw Elementary School seems like a space-age anachronism, a part of the 21st century that landed in the middle of a small mill village surrounded by farmlands. "The school looks like it's going to fly away," said Mrs. Barbara Tew, principal, who's young, motherly, intelligent, and articulate all at once. From the middle of the basically flat, poured concrete structure, two roofs slant into the sky, capturing light that filters through the whole school.

Completed over a year ago and designed by Alvis O. George of the J. Hyatt Hammond architectural firm in Asheboro, the school has a variety of spatial arrangements made possible by the slanting roofs and multi-level floors. A small, central courtyard and large library complex is surrounded by class-workspaces on three sides and a gymnatorium-lunchroom area plus offices on the fourth. The feeling is open and light — more than two hundred children can be variously grouped in any one area — and you can look from one end of the school to the other without encountering any blocking walls. And yet there are literally hundreds of cozy nooks for reading, study, small groups, or impromptu naps on the thick carpeting that covers most of the floor.

But the structure itself, adventuresome as it is, isn't the deciding factor in making Saxapahaw School a child-oriented place. It's the methods: team teaching, nongraded grouping, continuous progress, free movement of children. Of course, the methods are made easier and, in some cases, possible by the building. "But it's the teaching attitude that counts the most," said Mrs. Tew. At Saxapahaw the methods are more than speculative or experimental. They're an accepted fact. And the more than 500 busy, involved children there attest to the methods' success.

The school fits the children. There's none of that feeling that comes from the traditional classroom with so many children lined up in small desks surrounded by outsized walls and teachers. The whole school is scaled to children — even the entrance is lower than normal (7'4") — and the children emerge, to the visitor's eye, as the dominating factor in the school.

Saxapahaw School is part of a county-wide (Alamance) building program begun in 1960. The county is separated into four educational zones; each zone, when construction is completed, will feature elementary schools like Saxapahaw feeding into a middle school and a high school. "The theory behind the new buildings," said Mrs. Tew, "is to decide what activities are best for children and then what buildings are needed to house them." This common-sense approach is working at Saxapahaw.

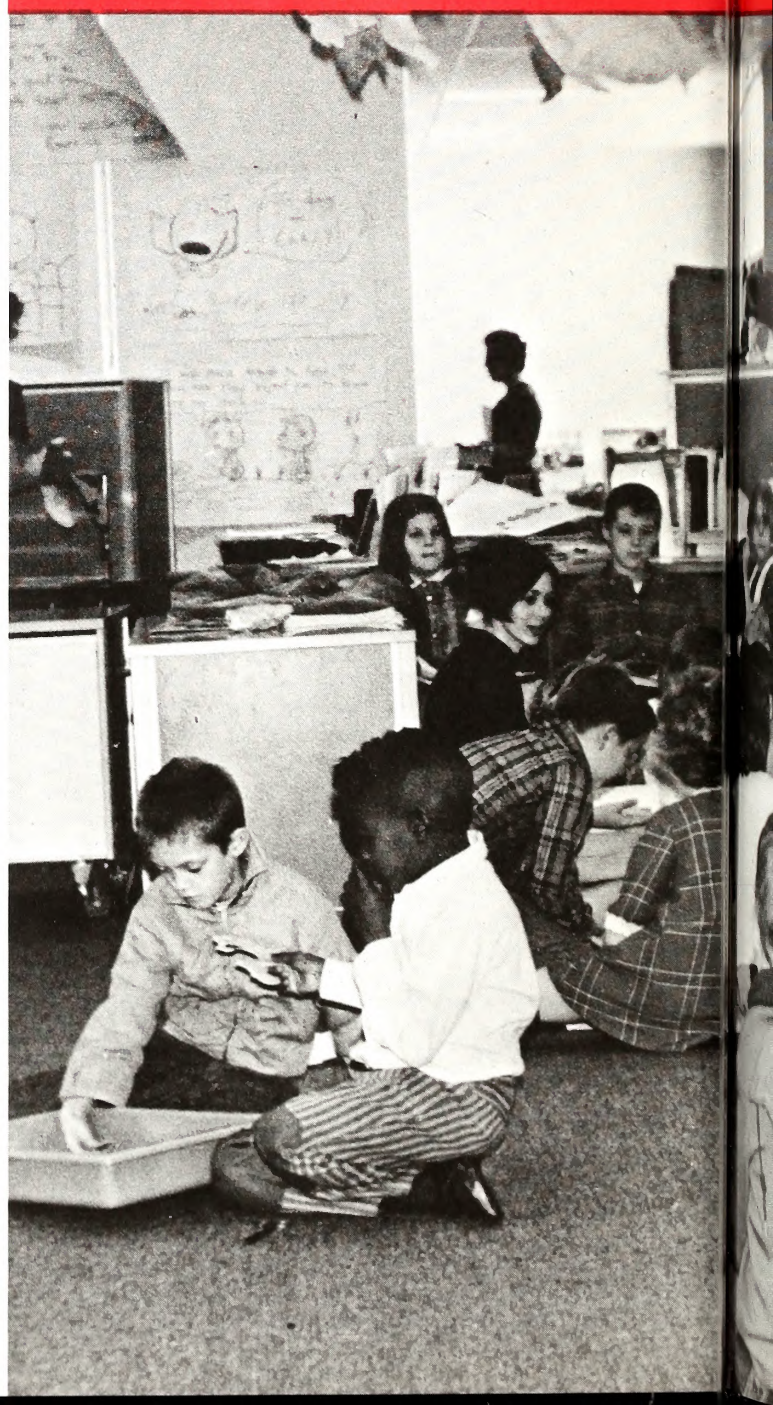
On paper, the school houses grades K-5. In fact, there are two multi-age groupings of children at the school. Primary groups are ages 5-8; intermediate groups, ages 9-10. Within the two basic groups, children may be working at any of several levels of achievement. Children and teachers are grouped together into the multi-age teams: there are two primary teams with 136 children and five teachers in each, and two intermediate teams with 90 children and three teachers in each. The groups are heterogeneous with all levels of achievement in each.

The word classroom can't be used at Saxapahaw. Instead, there are three large class-workspace areas opening onto the central library area. Each of these large areas can be separated into many self-contained classrooms with sliding doors. But they're always open. "I wish they hadn't even shipped the doors," said Mrs. Tew. With all the doors pushed back, the huge space created is dotted with supporting columns, doors to the outside and outside walls lined with chalk or bulletin boards. The exposed structural concrete, which has been sandblasted inside and out, is visually interesting, and a few walls have been covered with bright colors.

Each class-workspace area has an adjacent art area for messy work surrounded by walls on three sides and is uncarpeted. The rest of the area is carpeted and this, along with acoustical ceilings, said Mrs. Tew, have made it possible for hundreds of children to work separately within sight of the others without deafening noise resulting. It's also handy for studying on (clipboards are used for writing on laps), napping, or just being comfortable. Each class-work space also has toilets — the children don't have to

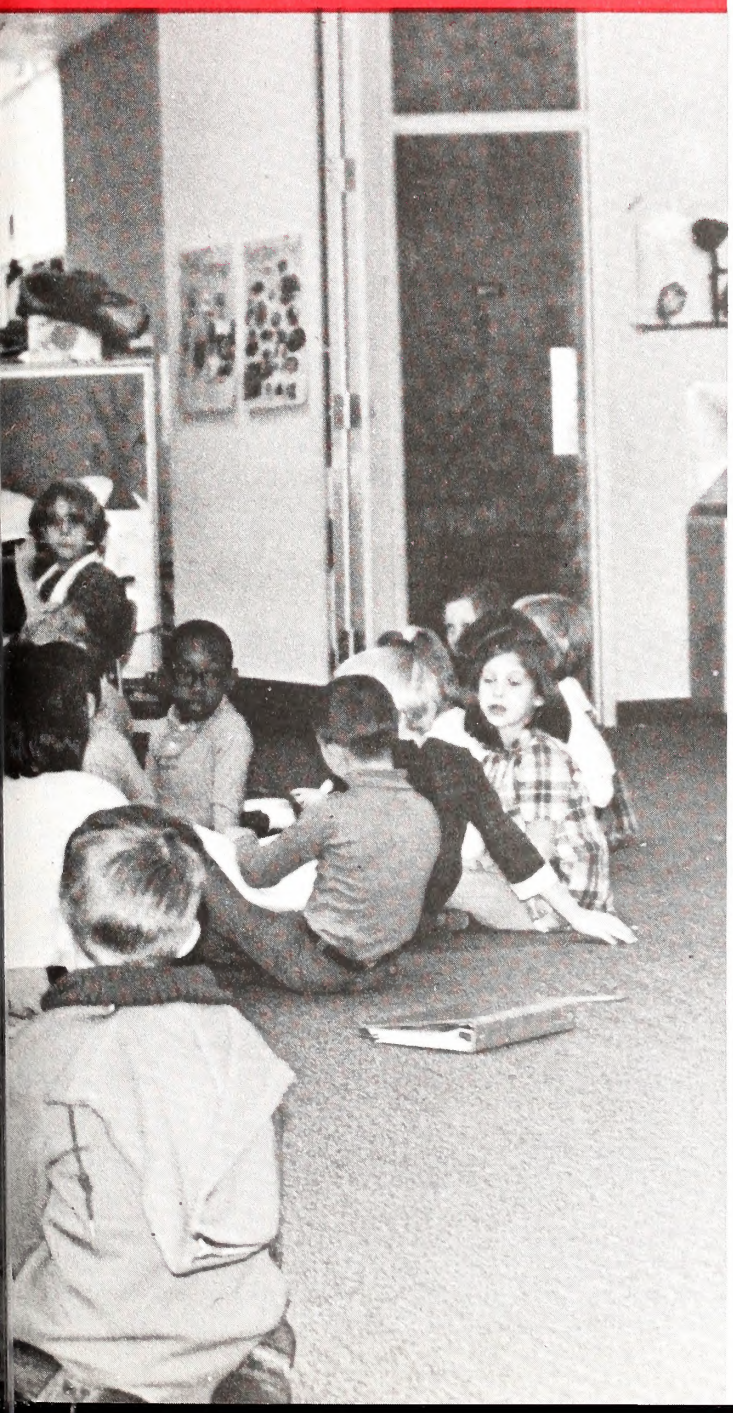
FINALLY, A

CHILD



CHOOL FOR

OREN



troop down long halls.

Each primary team occupies one of the three class-workspaces adjacent to the library; the two intermediate groups occupy the largest space, adjacent, but not quite as open to the library. Groups move freely about their assigned class-workspace areas, but the other areas of the school – gym and library are used on a scheduled basis. "Any child, however, can go to the library whenever he asks," said Mrs. Tew. The library is separated from the surrounding class-work areas by steps which mark the general boundaries for each group.

Within those boundaries are desks, portable coat racks backed by chalkboards, pianos, easels, audiovisual equipment, projects of all sorts including a teepee and squirrel cage (complete with squirrel) scattered about in what appears at first to be the aftermath of a tornado. Looks are deceiving though, and it doesn't take long to see that straight rows of desks or walls don't have to be present for learning to take place.

Each team of children, primary and intermediate, has groups within it assigned to various home spaces. Basically, the children within the large team group are grouped with one teacher for language arts – and that grouping can change – and does – frequently.

The teams meet after school each day, and with the flexible space and equipment available, they can change groups, activities, or arrangements every day. "It's one of the beauties of the situation," smiled Mrs. Tew. She noted, however, that grouping has become less and less important as personalized instruction takes over. The emphasis has become individual at Saxapahaw – children are most likely competing with themselves rather than with each other. "For example, a child might be doing what would be third grade reading, while the one next to him is doing fifth grade work – and they'd both be in the same social age group."

With several teachers evaluating each child each day and sharing teaching duties, the idea works. But the method also calls for piles of individualized materials – the teachers gather and make them from every source possible – and keep them located where the children can get them without help.

The intermediate groups, according to Mrs. Tew, are doing much contract work. In the center of their area are large, colorful file boxes with a file on each child and files of math and language arts materials. Children on contract get their own materials, complete them, and return the work to their folders. To check their work, regular conferences with teachers are scheduled, but a child can go to a teacher for help at any time. "The child, you see, is responsible for much of the experience."

Near the children working individually might be a small group – of the same general age – working with a teacher. They sit or lie on the carpet – a few choose chairs – studying aloud. "Some children, of course, aren't ready to work alone," said Mrs. Tew In another corner is a group of retarded children working with a special education teacher. They are a part of the larger group most of the day; the school's one special education teacher acts primarily as a resource person. Mrs. Tew thinks the system works

The colorful carpeting at Saxapahaw School cuts down on noise and turns floor space into cozy spots for studying, playing, or resting.

fine: "It keeps them from feeling the stigma of being something different or apart," she said.

The special education teacher contends that the retarded children often learn from the normal ones. "You'd be surprised how much they accept differences and then go on to help each other," she said. The school has three teacher aides, invaluable, according to teachers. Two are kindergarten aides. Saxapahaw was one of eight State-supported kindergarten-early childhood centers opened in December. Part of the emphasis of that Statewide project is developing kindergarten programs that are integrated with primary education, and Saxapahaw had a built-in system to receive the five-year-olds. At first, they were more or less self-contained, separated from the other children by bookcases or other dividers. Later they became part of the primary teams, grouped with the older children for some activities. The five-year-olds show amazing ease in fitting into the new environment. "We didn't have the first tear," said Mrs. Tew in amazement. The small children can curl up on mats and sleep soundly with older children a few feet away and very much awake. Children, it seems, can tune out almost anything. "It's only adults that think they've got to have an almost sterile atmosphere to think," said Mrs. Tew.

Record keeping is anything but traditional at Saxapahaw. Grades are kept by the team, and they can't even be called grades. "The teams are just as individual as people," said Mrs. Tew when explaining various procedures for record keeping. Cards are kept on each child – one on each child in some teams, several cards on each child in other teams. Each teacher dealing with a child makes a daily notation on that child's progress. These are later totaled – but with no numerical averages – for report cards. The report cards show various reading and math levels and then a letter grade (excellent through needs improvement) for the achievement level or subject. The levels are geared so that parents can see the grade equivalent, but there are 15 levels of reading and 11 of math.

When a child transfers or goes on to a middle school, these records, plus a list of materials or texts he's completed go along with him. In addition to report cards, parents are invited to personal conferences to discuss their child's progress. "And these are always positive conferences," said Mrs. Tew. "We don't call the parents just when the child's work needs improvement. Often we get together to talk about success."

Parents have become very much involved with the new school, not just in their own children's progress in it. Meetings were held last year to acquaint them with the new methods and answer questions. "We want them to feel free to drop in anytime they want to," said Mrs. Tew. One mother, she said, comes to visit at least once a month.

Civic groups are also involved. One club has taken the school's landscaping as a long-range project. The first priority will be the central courtyard – they've had a landscape architect design plantings around a small pool. Sliding glass doors will let children go outside.

It took much in-service training and practice teaming to train the teachers for the new methods, according to Mrs. Tew. "Summer before last they took part in pilot teaming with summer school students to get the feel of it," she said. And last year, each grade was teamed for further practice. Students moved into the new school last January; non-graded teaming began this fall. "Other in-service courses, workshop sessions, and time to preview new materials and equipment also helped," said Mrs. Tew.

"But our best aid has been attitude," she contends. Teachers like the new ideas. Mrs. Tew attributes this, in part, to the fact that the methods and ideas have been implemented from the top down in a county-wide effort. "We've been blessed with a forward-looking, bold Board of Education and a wonderful Superintendent," she said.

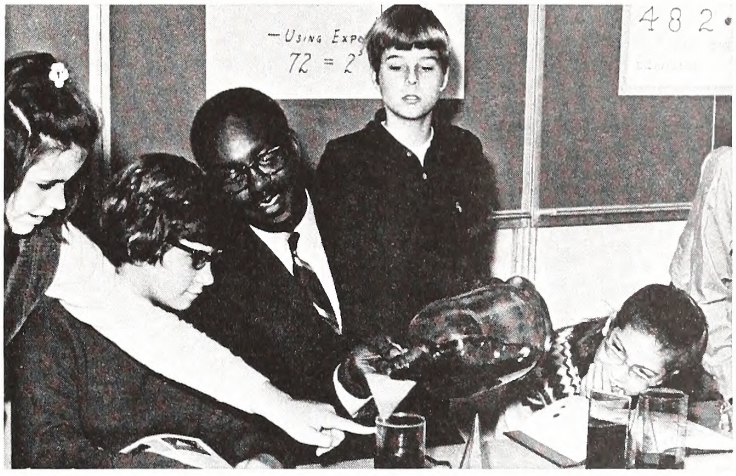
Educational plans for the county were worked out by the board with the help of committees including laymen, parents, teachers, and students. "The specifications for this school were actually developed with the help of parents," she said. In addition, each school has its own advisory council of laymen and educators. "They give us advice and assistance as well as serving as a communication link to the community," she said. "It's taken everybody," she said, "to make the school possible."

But it's the philosophy, not the building that's made for success. "We could pull out all the folding doors and have the same old thing," said Mrs. Tew. "But it does," she said, "take a depth of understanding and much organization on the teachers' part." According to Mrs. Tew, teachers are finding each day that the children are capable of much more maturity, interest, and judgement than normally expected. The primary groups, for example, have a 15-minute break after lunch when they are free to study, read, chat, or nap within their boundary area. They appear unsupervised; one lone teacher works in a far corner. "Of course we couldn't have done this a year ago," said Mrs. Tew with pride.

The feeling prevails throughout the school – busy, varied, and completely interesting. With so much happening around the children, an adult would think they'd be distracted. Somehow the opposite works. The individual child emerges from the confusion. The surroundings are a help. But they exist to silhouette the child in a setting uniquely his own. ■

Small and large groups can work side by side within the flexible space arrangements at Saxapahaw. Students line up for help from one member of the teaching team.

TEACHER OF THE YEAR NAMED



"If we do not have success in the classroom then all else we do is of no help," said Superintendent of Public Instruction Craig Phillips. He spoke of and to Johnnie McFadden, a sixth grade teacher at Selwyn Elementary School in Charlotte, who was named North Carolina's Teacher of the Year at the January meeting of the State Board of Education.

"I receive this award not as a man but as a member of the teaching profession," said McFadden, accepting a scroll from Chairman of the Board Dallas Herring. "This award represents the support of parents, teachers, students, and administrators for the teaching profession and our efforts," he said.

McFadden is North Carolina's representative in the national Teacher of the Year awards contest, sponsored jointly by *Look Magazine* and the Council of Chief State School Officers. This year the awards program will run in conjunction with the first observance of International Education Year by the United Nations member states and UNESCO.

A teacher for eleven years, McFadden was born in Wilmington. He received the B. S. degree from Winston-Salem State University where he was a member of Alpha Phi Alpha fraternity. He received a master's degree from Temple University.

McFadden began his teaching career in 1958 at Morningside Junior High School in Statesville. He later held positions in Wilmington at James B. Dudley Elementary School, Williston Junior High School, and D. C. Virgo Junior High School before coming to Charlotte in 1966 to teach at Selwyn Elementary School.

McFadden is a member of the Classroom Teachers Association, the Charlotte Mint Museum, and the Mecklenburg Jaycees. He was named Outstanding Young Educator of the Year by the Mecklenburg Jaycees and later received the State level honor from the North Carolina Jaycees. He is a member of the St. Stephen A.M.E. Church.

For McFadden, 32 and single, teaching is a 24-hour job. Trained in science and math, he's still very much interested in these subjects and transfers it to his sixth grade students. As a result, he has the most chemistry equipment of any of the classes at Selwyn. And the students love the experimentation conducted in class.

Frequently McFadden holds what he calls "fireside chats," with discussion of student questions that come from a classroom question box. The subjects, according to McFadden, aren't restricted. The class also has officers, a science club, a story-telling club, a reporter, and a photographers' club which puts out the class newspaper.

Enthusiasm, McFadden feels, is the key to his classroom success. "Educational studies have proved that the atmosphere established in a classroom is determined mainly by a teacher's competencies, interests, and initiative," he said.

"If our schools are to make strides and fulfill the cause for which they were organized, it is imperative that those who teach set the tone for the kind of education that will enable boys and girls to cope with the conditions of life while they seek to become independent thinkers.

STATE BOARD ACTIONS

School Food Services

The State Board of Education at their January meeting approved changes in the reimbursement rates for the school lunch program. Schools serving 1-9% free or reduced price lunches will receive a base rate of 4 cents per paid lunch and 8 cents per free lunch. Previously, all schools received a base rate of 6 cents for paid lunches and 15 cents for free lunches (Type A).

Schools serving 10-29% free lunches will receive a base rate of 6 cents per paid lunch and 15 cents per free lunch. Schools with 30% and over free lunches are considered Special Assistance Schools and will receive 20 cents for both types. Special Assistance program schools are still restricted to the Type A pattern plus milk and ice cream.

The changes were made because the original reimbursement schedule approved by the Board on the basis of the August estimate of the U.S. Department of Agriculture stated that the State would receive $22,216,916 in federal assistance. Assistance actually received has been about $2½ million less. However, according to Director of Food Services Ralph Eaton, the assistance is about $4½ million more than that received last year.

Library Training

An amendment approved to an agreement with UNC-Greensboro for the purpose of training school librarians during the summer of 1969 through June 1970 added an extra six weeks of in-service training for the coming summer.

Teaching Policies

Changes in policies were approved by the Board making the regulations less rigid in the area of State recognition of successful teaching experience in lieu of student teaching.

Previous regulations required that B teachers "shall" be assigned to teach at the grade level or in the area in which A certification is desired. New regulations say that B teachers "should" be assigned to such areas.

Old policy also stated that B teachers should not be deficient in more than 12 semester hours of work exclusive of student teaching. This regulation has been dropped. In addition, new policy states that "when appropriate, the teacher education institutions should be involved in planning, implementing, and evaluating the program."

SCHOLARSHIPS AVAILABLE

Through funds appropriated by the 1969 General Assembly, a limited number of scholarships are now available to teachers and other professional personnel in North Carolina public schools. The funds will provide summer scholarships of $30 per semester hour up to $360 per summer to outstanding teachers or leadership personnel to pursue a *planned* graduate program leading to a master's degree or completion of a sixth year program.

The scholarships are allocated to school administrative units by the State Department of Public Instruction and are awarded to persons nominated by their superintendents. The new scholarships are a part of the recently expanded Program for the Professional Improvement of Teachers, which has been placed under the supervision and administration of the Division of Staff Development, headed by Dr. James Valsame.

Scholarship recipients are eligible for a maximum of three summer grants subject to continued employment in North Carolina, continued good standing in graduate programs, and continued appropriation of funds by the General Assembly. In addition, a recipient must assure that he will teach or serve in the public schools of the State for at least two years following termination or completion of the graduate program, according to Dr. Valsame.

A limited number of tuition scholarships are also available for teachers taking courses needed to remove out-of-field status and for teachers retraining to qualify for certification in an area of critical need. Superintendents must certify contract status and approve courses for eligible teachers seeking tuition scholarships. The State reimburses accredited colleges or universities for the established tuition and fees up to $20 per semester hour for approved course work taken in fulfilling the second type of scholarship.

Eligible teachers desiring either type of scholarship should contact their superintendent, according to Dr. Valsame.

The Program for the Professional Improvement of Teachers has been extended in other significant areas. In-service programs in professional areas have been included, maximum reimbursement for local programs increased, a program to provide for the use of consultants to assist local units in improving instruction added, and eligibility for in-service programs has been extended to include paraprofessionals. The program has also been extended to authorize direct allocation and payment of funds to administrative units submitting an annual plan for all in-service programs, and a limited number of regional positions have been established to assist local units with a limited central office staff.

FIFTY-NINE SCHOOLS RECEIVE INITIAL ACCREDITATION

Membership in the Southern Association of Colleges and Schools (SACS) among North Carolina secondary schools rose to a total of 322 for 1969-70. Twelve secondary schools received initial accreditation.

Forty new elementary schools were granted accreditation bringing the total for the State to 448. An additional 412 elementary schools in the State are affiliated and working toward accreditation. Samuel Leonard School, a juvenile correction institution in Johnston County, is the first of the State's eight juvenile correction schools to receive accreditation.

The following schools received initial accreditation:

Secondary

Caswell County: Bartlett Yancey High; **Chatham County:** Chatham Central High; **Craven County:** Havelock High; **Elizabeth City-Pasquotank**: Northeastern High; **Guilford County:** Northwest Junior High and Southeast Junior High; **Johnston County:** Smithfield-Selma High; **Lincoln County:** East Lincoln High; **Moore County:** Pinecrest High; **New Hanover:** M.C.S. Noble Junior High; **Sampson County:** Union High; and **Union County:** Sun Valley High.

Elementary

Carteret County: Beaufort; **Charlotte-Mecklenburg:** Allenbrook, Cotswold, Idlewild, Landsdowne, Marie G. Davis, Oakhurst, and Winterfield; **Craven County:** Bridgeton, Brinson, Graham Barden, Havelock Junior High, and West Havelock; **Durham County:** Parkwood; **Gaston County:** Sherwood; **Goldsboro City:** Goldsboro Middle School; **Greensboro City:** Morehead; **Hickory City:** W. M. Jenkins; **Jackson County:** Glenville; **Johnston County:** Clayton; **Monroe City:** Benton Heights, East, and Walter Bickett; **Moore County:** Westmoore; **New Hanover County:** John J. Blair and Pine Valley; **Rutherford County:** Alexander, Cool Springs, Forest City, and Rutherfordton; **Sampson County:** Roseboro; **Transylvania County:** Brevard Junior High, Penrose, Pisgah Forest, Rosman, Straus, and T. C. Henderson; **Wake County:** Henry R. Adams.

NEWS BRIEFS

Economics Education Committee Begins Study

North Carolina launched an in-depth study of economics instruction in the public schools in December with the first meeting of the Committee on Economics Education in North Carolina Public Schools. The 32-member committee was named by the State Board of Education, as directed by the 1969 General Assembly, to study economics education in the State. The Committee's membership consists of a cross-section of interests, including educators, bankers, labor leaders, industrialists, and students.

Senator Hector McGeachy, Senate president pro tem, introduced the bill calling for the study. According to McGeachy, many North Carolinians know little or nothing about the free enterprise system. "If people don't understand private property and free enterprise, why should they respect it?" he asked the Committee.

Edward L. Rankin, executive vice-president of the North Carolina Citizens Association, was elected chairman of a subcommittee on public school curriculum. Named vice-chairman was Harry Gatton, executive director of the North Carolina Bankers Association.

A subcommittee on teacher education elected Dr. James Bearden, dean of East Carolina University's school of business, as chairman, and Robert T. Ellett, Jr., public relations representative for R. J. Reynolds Tobacco Co., vice-chairman.

Prinicpal of the Year Named

David T. Helburg, principal of Sternberger Elementary School in Greensboro, has been named the State's "Principal of the Year." The award was presented during the 17th Statewide Principals Conference sponsored by the Division of Principals of the N.C. Education Association. Helberg was cited "for challenging innovative practices, dynamic public relations, inspiring administrative vision, cooperative program planning, professional leadership qualities, unselfish service to others, and constant concern for children."

A native of Chicago, Helberg holds degrees in music, arts and sciences, and an M. A. in educational administration from Northwestern University. In 1947 he joined the Greensboro school system as a band director. He became principal of Sternberger when the school opened in 1949. In addition, Helberg is a former editor of the *Tar Heel Principal*.

Helberg is a member, past president, and past chairman of the trustees of the Greensboro Conservative Hebrew Congregation, Beth David Synagogue. He is a performing member of the Greensboro Symphony, a 32nd degree Scottish Rite Mason, a Kiwanian, and a past president of Greensboro Little Theatre. Last spring, Helberg received the Oak Leaf Award, the State's highest PTA honor.

Webb to Head Title I, ESEA

Harold H. Webb has been named Coordinator of the Title I program of the Elementary and Secondary Education Act (ESEA) for the State Department of Public Instruction. Webb formerly served the Department as associate director of the Division of Human Relations.

A native of Greensboro, Webb received his B. S. and M. S. degrees from A & T University. He has done graduate work at the State University of New York, Northern Illinois University, and New Mexico Highlands University.

Webb began his career in education as a science teacher at Central High School in Hillsborough in 1948, and he later taught at Cedar Grove School in Hillsborough. He joined the State Department of Public Instruction in 1962 as a science education consultant, became assistant coordinator of the National Defense Education Act in 1966, and associate director of the Division of Human Relations in 1969.

Region Five Citizen Involvement Under Way

Late in November the Education Development Council of the State's Fifth Educational District held a two-day organizational meeting to develop plans and procedures to involve laymen in the educational process of the 11 counties comprising that Region. The Council is an outgrowth of the Statewide educational task force named earlier in the year. Both groups are the result of recommendations of the Governor's Study Commission on the Public School System of North Carolina.

The purpose of the groups — local, regional, and Statewide — according to the Study Commission, is to obtain the citizens support essential for effective leadership or improvement of the public school system. They are composed of business, governmental, and educational leaders.

The Region Five group will serve as a pilot project for other regional groups throughout the State, and one of its purposes will be the formation of local citizens groups. The Region Five Council is headed by Roger M. Jones of Winston-Salem, director of educational relations for Western Electric.

Statewide Safety Program

A Statewide school safety program is in the works, according to John C. Noe, driver and safety education consultant with the Department of Public Instruction. The program is being developed by the New Hanover School system through use of its closed circuit television facilities and a $20,000 grant from the N.C. Association of Insurance Agents, Inc.

Under the agreement of the grant, finalized last fall with the Department of Public Instruction, the New Hanover system is developing local school safety materials and procedures for use this year. Materials and procedures suitable for Statewide use are also being developed. They will be available during the 1970-71 school year and beyond, according to Noe.

The New Hanover system's $120,000 television studio facility and production staff are cooperating with teaching personnel in development of the new procedures and materials. The system is one of two in the State that owns and operates an institutional television station. Robert Keiber, a Learning Institute of N.C. intern working in the system, is unit-wide coordinator of the project. Claude McAllister, director of television, is general supervisor.

The new safety program, according to Keiber, has been in the preparation stage for more than two years. Teachers in each of the county's 30 schools were appointed as safety coordinators.

The coordinators will compile lists of suitable safety activities for school use in teaching these areas along with summaries of the safety status of each school program. The summaries will be compiled into a unit-wide study. Ways of appropriately teaching safety on a Statewide basis will be developed from the information. Teaching aids such as films, tapes, and other audiovisual materials will be developed for reproduction and distribution throughout the State during 1970-71. At present there are no uniform safety teaching methods in Statewide use, said Noe.

Student Teachers Are Team Members in Craven County

Dr. Lois Staton, education professor at East Carolina University, consults with teachers and student teachers (right) regularly for planning and evaluation.

Working within the team situation, student teachers are put to work immediately with small groups and individual students. Team leaders can use their extra staff — the student teachers — to plan additional grouping or individual instruction sessions.

Student teaching is at best a nerve-racking experience. After hours of formal classwork devoted to methods and content, the student teacher is finally faced with the real thing — children — eager or, in some cases, bored and expecting something.

Student teaching arrangements vary according to the college or university doing the training as well as the school system accepting the student teachers. But in most cases the student teacher is assigned to one supervising teacher and to one classroom. Usually, he observes for weeks before actually taking over the class.

In Craven County the approach is different. Some of the student teachers there, 13 from East Carolina University, jumped right in and were supervising small groups, if not actually teaching, on their very first day. Their chance came from a unique ESEA Title III program, aimed primarily at in-service education for the elementary teaching staff in Craven County. In several of the county's elementary schools, team teaching has been initiated and visitation centers set up for the other teachers in the system to watch. Each participating school and its team or teams have worked out their own format, so that the demonstrations in each of the visitation centers is different. In some the teaming is strictly limited to specific grade levels. In others, multi-age groups of children are taught some skills and then regrouped differently for other activities. Some teams are small, some large, some have aides, some do without. In one school, the walls can be folded back to open a large space for large groups. In others permanent walls make large groups almost impossible. In-service training, summer classes, visitation to other schools, and micro-teaching techniques are all a part of the program to benefit teachers in Craven County. The student teachers from East Carolina University are just one part of the total program. But they're being used for all they're worth, and they're learning from the experience.

The student teachers came to Craven County in December for 11 weeks of training. They were split among the four visitation centers and assigned to

the various teams. They find themselves working with several teachers, and sometimes with more than one grade.

Their activities vary with each team. "I was teaching reading the first week," said one girl, by now a veteran. In her team the entire first grade is grouped together with all the teachers working as a team. "Having a student teacher gives us one more team member, so that we can have one more grouping of children," said her supervising teacher. The student teacher came into the team along with a small group of children who'd had no previous reading experience. She was put to work immediately with that group for part of the day.

Since most of the schools involved are traditional, the teachers have had to work out unique arrangements for physically grouping their students. One teacher uses the hallway outside her room for small groups; it's outfitted with a strip of carpet, easels, and small chairs.

According to Dr. Lois Staton, education professor at East Carolina University, the basic idea is to have the student teachers work first with individual students, then small groups, and finally a whole class. The teaming and grouping in Craven County make the arrangement possible.

The curriculum in reading has been divided into 17 levels for the elementary grades and 18 levels for math. The levels are correlated with State-adopted textbooks as well as with skill descriptions. Continuous progress takes place within each grade, and in some instances, children can be moved to multi-age groups for skill development activities. Student teachers can see first-hand how continuous progress actually works, and the teacher preparation necessary to make it work.

Student teachers find out how they're doing by watching themselves on video tape. The equipment is used in all the visitation centers for microteaching. The method, according to Mrs. Bertha Grubb, director of the project is invaluable in helping a teacher improve certain teaching skills. A teaching segment is filmed and then reviewed and evaluated. Then a teacher teaches a short unit, perhaps five minutes, and reviews that film. Later she'll teach the same unit to another group, and review the new film for changes.

When Dr. Staton visits her student teachers, the comments are those you'd expect with any student teaching situation: 'Is her voice loud enough? Has she stopped saying 'O.K.'?" And the answers are quite positive, she feels. Dr. Staton has been involved in the overall project; she taught an in-service course in language arts for the Craven County teachers.

All the student teachers agree that the feet-first approach to student teaching is a quick cure to the new teacher's stage fright. Most said that they might have been a bit scared the first day or so, but by jumping right in with small groups, or overseeing large individual study groups by themselves, they skipped the process of getting really "uptight."

Many of them, however, mentioned problems with discipline. "But they think they're having problems when really they're doing fine," said Mrs. Grubb. "They have to learn, you know, that children do move. They wiggle. It's perfectly natural," she laughed. Many of the student teachers were quite surprised to find that many of their students were totally bored by activities they found quite fascinating. "I never knew what lengths I'd have to go to to make it interesting to them," said one student teacher busy preparing an easel of bright visuals.

One problem that all the student teachers had was housing. Most found apartments hard to find in Craven County. "And people were dubious about renting to single girls," said one student. Financially, student teaching itself can be a burden. Housing and food cost more off campus, and for students with on-campus jobs, the period without added income is a hardship. Supervising teachers helped with the problems, but Mrs. Grubb feels that perhaps more emphasis could be placed on such help. In any case, working out problems of this kind gives the student teachers a taste of the situations that will face them.

By working with the teams, the student teachers are learning to plan and teach together, and they're learning the differences between teachers, their methods, personalities, and objectives. They've also found many visitors watching them – and not just their supervisors from East Carolina University.

When asked if the student teachers will be able to find jobs in team teaching situations after graduation, Mrs. Grubb admits that the chances are iffy. "But, of course, we hope they'll come back to Craven County, where the teaming will continue," she said.

Sam Hill, coordinator of student teaching for the State Department of Public Instruction, feels that student teaching in a team situation is ideal. "It's easier for them to go from a team to a self-contained classroom than the other way around," he said.

Hill is convinced that the Craven County situation proves that student teachers can be a great asset to school systems. "I've heard many teachers say that student teachers are a burden and a responsibility. But I think they can be a great benefit to the classroom teacher. They can be used in a great variety of ways," he said. In Craven County it works. The student teacher is part of a differentiated staff – a team. He's flanked on one side by aides and on the other by teachers in various stages of in-service training.

"Perhaps in the past too much concern has been placed on getting a student teacher ready to teach – turning out a finished product. This is a mistake. Most teachers are just beginning to learn to teach when they're employed full-time. And this learning process generally continues for some years," said Hill.

"With teaming there can be many possibilities for the student teacher to learn: team planning, team teaching, team diagnosing, team prescribing, and team evaluating. The possibilities are endless," he said. And perhaps most important, in Craven County the student teacher sees the full-fledged teacher involved in in-service activities – taking an exam in the next room maybe, while the student teacher takes over the class. The student teacher finds that, for teachers, being a student never ends.

ENVIRONMENTAL TASK FORCE MEETS

The 42-member Task Force on Environmental and Natural Resources, authorized by legislation approved by the 1969 General Assembly, held its first meeting in January. Formed for the purpose of studying environmental education, State Superintendent of Public Instruction Craig Phillips, called the group and their work "one of our most important endeavors."

Environmental education, he explained, is education dealing with the relationship between man and his biophysical environment and is aimed at producing a citizenry which is aware of environmental interrelationships and processes; understands how to solve environmental problems that arise; and is motivated to work toward their solutions.

The Task Force was charged with the responsibility of studying education in the area, examining programs already in existence, and making specific recommendations regarding present and future needs in the field of environmental education. The Task Force was split into committees which will study the efforts of other agencies, curriculum, teacher education, and will write position papers.

Chairman of the Task Force, Representative Norwood E. Bryan, Jr. of Fayetteville, who introduced the legislation responsible for the formation of the group, noted that environmental studies "concern the far future as well as the all-too-close moment of tomorrow. Our purpose in its broadest sense, is to do what we can to assure a future for our children and for those generations yet to come.

"If we have failed to emphasize within our public school curriculum, within an explicitly ecological context, the interrelationship between man — particularly technological man — and his environment, we have deprived our children of an essential focus which is the unique basis for their understanding of the critical events of our times."

Speaking of the abundant natural resources in North Carolina, Rep. Bryan said, "Lying within our boundaries are great forests to conserve, broad estuaries to save, rich topsoil to till and magnificent mountains to view. By a fortunate circumstance, it has been given to us to make a judgment to conserve, while others are being forced to make efforts to restore."

attorney general rules

Excerpts of rulings from the State Attorney General's office are presented here as an information service. Complete copies of the rulings may be obtained by writing Division of Public Information and Publications, State Department of Public Instruction, Education Building, Raleigh 27602.

Public Schools; Compulsory Attendance Law; Compulsory Attendance of a Married Child Under the Age of Sixteen Years, December 16, 1969.

". . . article 20 of Chapter 115 of the General Statutes of North Carolina, referred to as the Compulsory Attendance Law, is directed to the liability of the parent or guardian 'having charge or control of a child between the age of seven and sixteen years . . .'

"The marriage of an infant, assuming the validity of the marriage, emancipates the child from the parents. The parents cannot, therefore, be liable for a child over which they have no control. For purposes of school attendance, the married child under the age of sixteen years is treated as an adult and may not be required to attend school nor are the married child's parents liable under the Compulsory Attendance Law if the married child under the age of sixteen years chooses not to attend school."

Public Schools; Teachers' Contracts Designating Particular School Where Teacher Shall Teach Under "Special Conditions" of Contract; G.S. 115-142; Relocation of Teacher to a School Within the School System Other Than That Specified in the Contract in Order to Comply With Federal Court Order Requiring Total and Complete Integration of Faculty and Pupils, December 16, 1969.

". . . contracts for professional services between the Durham County Board of Education (Board) and individual teachers were entered into designating the particular school in which the teachers would be employed. Subsequent to the making of these contracts, the United States Court of Appeals for the Fourth Circuit on 2 December 1969 in THOMPSON, et als, v. DURHAM COUNTY BOARD OF EDUCATION, et al, Case No. 13,583, held that the Board must totally integrate all facilities, including faculty and student body, before 31 December 1969. In order to comply with the mandate of the Fourth Circuit Court of Appeals, some teachers, whose contracts specify the name of the school to which they would be assigned, must be reassigned to another school within the system operated by the Board. Such reassignments would not constitute a breach of contract on the part of the Board.

"A contractual duty to make compensation is discharged, in the absence of circumstances showing contributing fault on the part of the Board, where performance is subsequently prevented or prohibited by judicial order. KUHL v. SCHOOL DISTRICT NO. 76 OF WAYNE COUNTY, 155 Neb. 357, 51 NW 2d 746; 6 Corbin on Contracts, Sec. 1346. The prevention of performance of a contract by judicial order or decree may be properly held to be a valid defense in an action for breach of contract if it was not caused by the Board's negligence and if no other means of avoiding such interference with performance are readily available. . . .

"In order to comply with the Fourth Circuit's decree, we are advised that the Board must make teacher assignments to schools within the school system administered by the Board which are different from the school designated in the employment contract. Since no other reasonable alternative is available to the Board, such reassignments would not constitute a breach of contract on the part of the Board."

VOLUME 34 / NUMBER 7 / MARCH 1970

NORTH CAROLINA PUBLIC SCHOOLS

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Volume 34 / Number 7 / March 1970

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Official publication issued monthly, except June, July and August, by the State Department of Public Instruction. Second class postage paid at Raleigh, N.C. Unless otherwise noted, no credit or permission is required for reprinting, with the exception of articles from other publications reprinted herein. Mailing address: North Carolina Public Schools, Division of Public Information and Publications, State Department of Public Instruction, Education Building, Raleigh, N.C. 27602.

EDPRESS

COVER

"Thin Skin of Life" by Pat Bowers. Two articles in this issue are concerned with ecology. "Salt Marsh Safaris" begins on page 9 and "The Environment: Resources or Necessities?" is on page 12.

From the State Superintendent

Back in February at Atlantic City, I asked more than 300 of North Carolina's schoolmen to become more positive about our public educational system — to take the offensive rather than being on the defensive all the time.

Those of us who attended the 102nd annual convention of the American Association of School Administrators came away more encouraged than we were when we arrived in the snow to join some 30,000 other professionals from all over the nation.

It was exciting to see the tools and materials presented by more than 700 firms in 1,464 booth spaces. The panels and seminars covered every phase of education from "What Happened to the Blue Back Speller" to "Education in the Space Age." The best part was talking with colleagues from every state, exchanging ideas, suggesting ways to solve problems, and getting to know each other a little better.

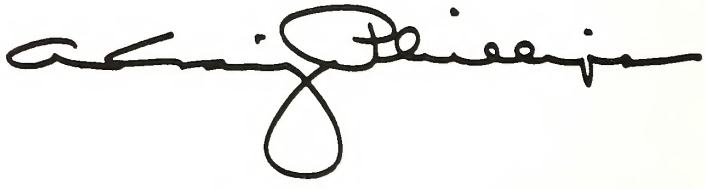
A highlight of the entire convention was the address of Malcolm T. Stamper, vice-president-manager, Everett Branch Commercial Airplane Division, The Boeing Co., Seattle, Washington. He pointed out that the Boeing 747 was built by 50,000 people. These 50,000 were taught on the average by 30 teachers during their life, so multiplying the 50,000 by 30 you get a total of 1,500,000 teachers who helped "build" the Boeing 747.

Mr. Stamper closed his excellent speech with these words: "How good is our educational system? As probably the least qualified person here tonight to answer that question, let me say that if you read the agenda of seminars for coming week in your program, you would have to assume that the system is fraught with problems — militancy, low pay scale, availability of teachers, discipline, financial difficulty, inner-school problems, integration, and on and on.

"But if you look at the output of that educational system — the new opera — the artificial kidney — the walk on the moon — the great book — and yes, the 747, because it is yours just as much as it is mine — then you are inevitably drawn to the conclusion that however deficient it might be, it is still the best in the world."

So, we do have problems. So, we in public education join with leaders of business, industry, finance, medicine, and all the others to continue working hard at the daily task of developing our educational system to be the best possible.

As for me, I am taking the offensive! What about you?



RENEWING CERTIFICATES

How long is an initial certificate valid?

A certificate is valid for five years from the date of qualification. The validity period begins July 1 of the year of qualification and terminates June 30 five years later.

When must a certificate be renewed?

A certificate must be renewed within the five-year renewal period preceding June 30 of the year of expiration. However, credit earned not later than September 1 of that year will be acceptable.

What is required for the renewal of a certificate or rating?

Renewal credit must be appropriate to the certificate field and/or teaching responsibilities of the person involved and applies to all certificates and ratings. The first and subsequent renewals, including reinstatement of certificates, must be through six units (or semester hours) from any combination of the following:

Teaching Experience (2 or more years within the renewal period) ..... 2 units only
Approved In-service Program (courses, workshops, etc.) .....maximum of 4 units
Approved Travel ..... 2 units only
Appropriate College Credit ..... not limited

What type of credit is appropriate for renewal purposes?

The credit must be appropriate for the teacher involved. (For example, a high school mathematics teacher could not use credit for a workshop in language arts for elementary teachers for renewal purposes).

Can credit earned after September 1 of the year of expiration of the certificate be used toward renewal for that particular year?

No. Credit must be earned by September 1 of a given year in order to be applicable for renewal or reinstatement purposes for that particular school year. Credit earned after September 1 of a given year will not affect renewal or reinstatement until the next school year.

May credit earned in excess of the required six semester hours or units be used later?

No. Excess credit may not be carried over into the next renewal period.

May graduate college or university credit used toward qualifying for a Graduate Certificate also be used to renew a Class A Certificate?

Yes. Graduate credit used toward qualifying for a Graduate Certificate may be used to renew the Class A Certificate.

May credit earned toward qualifying for an additional certificate area at the same level of certification already held be used to renew the old certificate field?

Yes. Credit needed to qualify for an additional field may be used for renewal purposes. (e.g., a teacher holding an English Certificate and adding social studies may use American history to renew the English certificate).

When adding a subject to a certificate already held, what is the validity period of the new field?

The new field dates for five years from the last six semester hours of credit needed to add the new subject. (e.g., if a teacher earned four semester hours in 1966 and 2 in 1968, the new field would date for five years from 1966).

How is the expired certificate dated when reinstated?

The certificate is dated from the last six semester hours or units of credit or from the oldest portion of the six hours or units required to reinstate. (e.g., six semester hours or units completed in 1968 would renew until 1973 or two hours completed in 1967 and four hours in 1968 would result in the certificate dating from 1967 and expiring in 1972).

How much credit may be recognized for renewal purposes?

Two units may be earned through approved travel and not more than four units may be earned through approved in-service programs (courses, workshops, etc.) during a renewal period.

How are approved in-service programs (workshops, courses, etc.) and approved travel recognized?

In-service credits and travel are recognized in terms of units by the State Certification Office toward certificate renewals. A unit of such credit is equivalent to a college semester hour.

Should a teacher participate in more than one in-service experience at any particular time while employed during the regular school year?

No. A teacher may not participate in more than one program at a given time during the school year (this applies to both college and unit credit programs).

Are Life Certificates required to be renewed?

No. Life Certificates do not require renewal.

Are scores on the National Teacher Examinations required in connection with the renewal of a certificate?

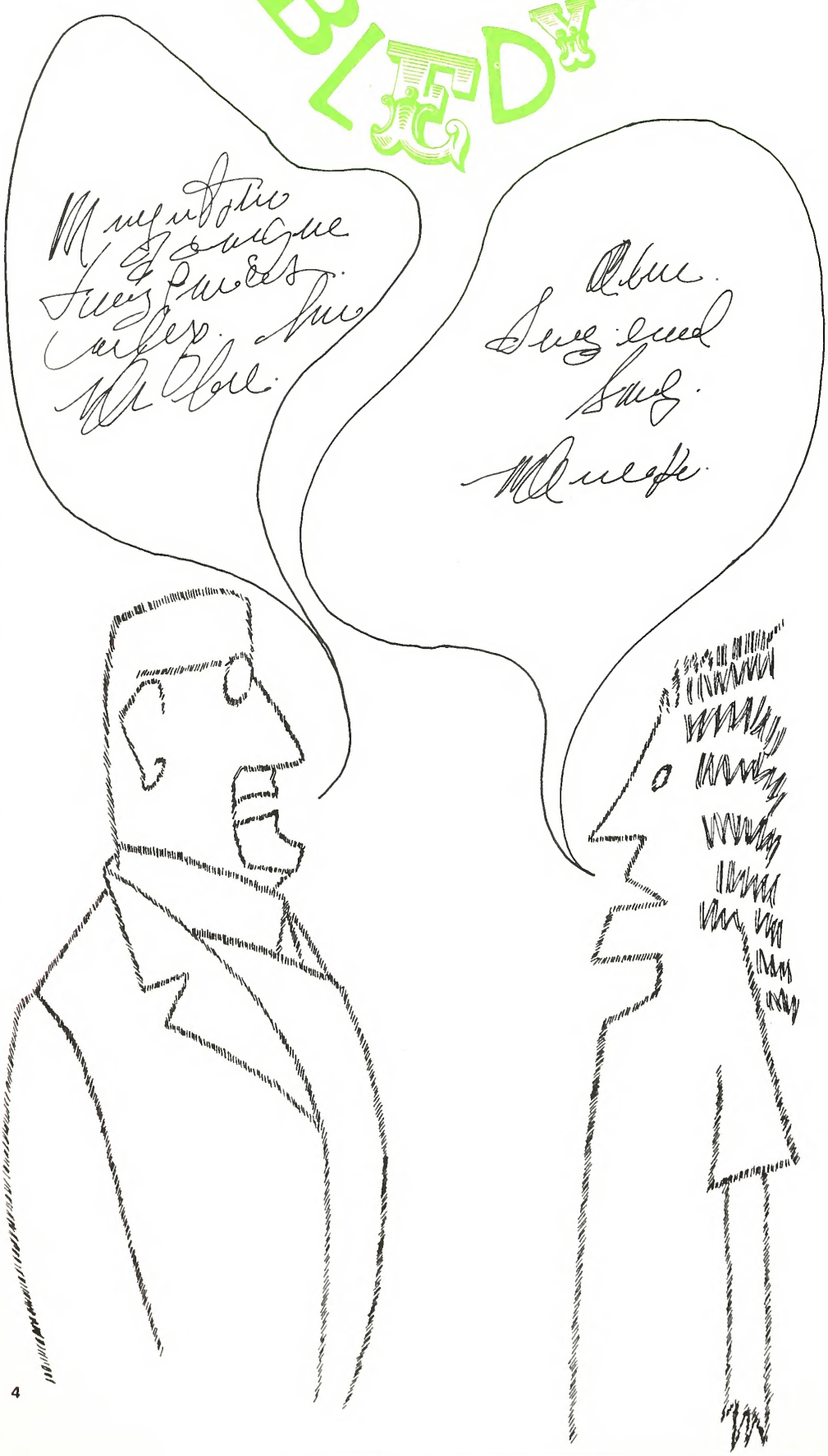
No. Renewing a certificate does not require scores on the National Teacher Examinations.

May correspondence and extension credit be used for renewal purposes?

Yes. Correspondence and extension credit offered through an approved institution may be accepted for renewal purposes provided the credit is appropriate for the certificate involved.

For additional information contact Dr. J. P. Freeman, Director, Division of Teacher Education and Certification, State Department of Public Instruction, Education Building, Raleigh, N. C. 27602.

GOBBLEDYGOOK



Gaps have been around for years. In the early sixties the country worried about the missile gap. Concern later centered around the arms gap. Then came the credibility gap, and lately it's been the generation gap.

At least educators have been consistent. They've stuck to the communication gap — through curd and paucity. And that's a pretty fair example of one angle of the gap: gobbledygook — using a diamond-studded word when a gold-filled one would do.

It isn't enough for education to talk about its trials and triumphs. The words must be understood. And sadly, gobbledygook sometimes besets the profession to the point that what's said is total gibberish to the public. We suspect, in fact, that most educators' gobbledygook is a heavy diet for other educators, too.

Opening warfare on gobbledygook, we offer a preventive English lesson with examples and translations of the worst gobbledygook plus an Educational Jargon Dictionary written by Dave Sifton, managing editor of **Inside Education,** *published by the New York State Education Department.*

the first new highly abridged dictionary of educational jargon

All you non-educators out there have often complained that educational speeches and books put you to sleep. You describe our way of talking with terms like "pompous," "soporific" and "elliptical." This, we feel, is a rather harsh and unfeeling position to take.

It is true that our mode of expression is characterized by euphemisms, double-negatives, redundancy, amorphous generalities, unnecessary qualification, use of complex phrases to express simple ideas, and endless repetition of catchwords, such as "innovative." Nevertheless, you may rest assured that our words are very often supposed to mean something.

To help you puzzle out what we are trying to say, we have translated a few of our more mystifying usages into English. They are intended as a sort of Rosetta stone — something to give you the drift of how we think. Once you get the feeling of it, you may even be able to talk as we do.

Before going any further, however, there is one crucial rule to remember. *Never* use an unqualified noun. A plain, unadorned noun shows a definite lack of perception, a failure to comprehend the complexities that lurk within the simplest of ideas. If you can't think of a good qualification, you can always use the word "effective," as in "the need for an effective

and nutritious school lunch program." The soreheads among you may carp at this, saying that nobody wants an *in*effective and *un*nutritious lunch program; but pay them no heed. The secret of good educational writing lies in the ability to say the obvious in the most obscure way possible.

To act out physically — To assault. Taken literally these three words, in succession, mean nothing. (Can one "act out" mentally? If one can "act *out*," can one "act *in*?" Act *what*?) It is this fact, however, that makes the phrase so useful. It assures a professional educator that only another professional can understand what he's talking about.

Creative new program — An educational method which is somewhat different from another educational method.

Designated — Named.

To develop and implement educational policies — To decide on a policy and carry it out. This phrase is a favorite among us educators because it is ponderous and overworked.

Diagnostic in-take, work-up, documenting and evaluation of the variables that are operative — Finding the cause.

Direct and indirect guidance — Guidance. This phrase incorporates a masterful qualification. If guidance is not direct, then it must be indirect. Thus there are only two possible qualifications. If you are speaking about *both* kinds of guidance, there is no need to qualify. But this phrase saves the day by naming both anyway.

Disadvantaged — Poor.

Dissemination — Spreading the word.

Group interaction — Socializing. This is a nice general phrase that is equally applicable to a tea party, a feel-in at Esalen Institute, or an outright orgy. It is very stimulating, because the reader has to guess what it means.

Human relations — This phrase is even more stimulating than "group interaction," because even the writer has to guess what it means. If you are reading an educational pamphlet or newsletter and run across "human relations," you can be sure you are dealing with a professional.

Nondisadvantaged — Well off. Another educational triumph, this word is a self-contained double-negative.

To more effectively meet the educational needs of the children — To teach better.

Unique — This is one of our favorite words. Used rigorously, it means that something is absolutely singular, that there is nothing like it *anywhere*. The chances of this ever happening in education are remote; but we confuse the issue by using this word at every opportunity.

Utilize — Use. These words mean exactly the same thing, but "utilize" is harder to read, and therefore preferred. A delightful variation is to employ "utilization" for the noun "use." This *tour-de-force* makes five syllables do the work of one.

Prize-Winning Gobbledygook

Although there are certain genetic differences in intellectual capacity, there is strong evidence that environmental factors and intelligence stimulation can influence to a marked degree measured intelligence in performance in school.

It's their home life that trips 'em up.

The concept of regionality, under which the territorial coverage of each program was of major importance, has been de-emphasized.

It's not where you live. It's where you're at!

The preprimary interval should sharply reduce the problems of widely varied experience and social adjustment encountered by children who are arbitrarily enrolled in grade one at age six regardless of their previous cultural environment.

Kids who go to kindergarten are ahead of the game.

Cross fertilization is the sequent of heterogeneous grouping.

We hope not.

The differentiate function, hence, the paramount goal, of the . . . school is to intervene protectively in the process of education . . . mediate between the human condition at the onset of adolescence and the pressures of culture . . . continue . . . with a curriculum applied in a psychosocial environment . . . .

No wonder the kids drop out!

VOLUNTEERS

LEND A HAND

Not too long ago parents didn't see much of their children's schools. They came, perhaps, to visit little Johnny's room once a year, attend a PTA program, or discuss grades. Times, however, have changed. These days it's hard to find a school that hasn't got parents involved in some aspect of the operation. Parents are transporting the kids, tutoring them, making up their faces for plays, making up the bulletin boards, typing in the office, planting shrubbery in the school yards, and baking cookies in the kitchens.

Some parents, of course, have always been deeply involved. But lately, more and more parents and civic groups have discovered schools as a place to volunteer. Additional leisure time may account for much of the new manpower. Increased emphasis on education in the news media accounts for much of the interest. But despite the reasons, the parents are turning out. And it's up to school administrators and teachers to give them something relevant to do. In some cases, civic groups or parents have appeared at the schoolhouse door asking to be put to work.

It happened that way in Whiteville last year. One day several parents were discussing the subject of "our schools," and before they knew it, the gathering grew to 25 or more and a discussion of education in the broader sense. From the casual meeting came an answer to the parents' question: "What could they contribute to their schools for their children and for education in the broader sense?"

The group approached C. W. Diggins, superintendent of Whiteville Schools, and several principals with their request. They didn't expect to change things overnight or at all. They simply wanted to assist, in twos or threes or fours, and under the guidance of school leaders. "We wanted to be a part of something better for our children," said one man.

"Citizens for Better Public Schools," the volunteer organization, applied for a charter as a nonprofit corporation and was in business – in a very small way. Requests for service, they felt, should come from all sides – parents, teachers, students, and administrators. And all their actions would be cleared with the superintendent. One man furnished the fertilizer for grassing the Edgewood School grounds, two others built a picket fence around some mobile classrooms, another helped put up a basketball goal. Others applied for a street light in front of their school, some painted garbage cans, replaced broken windows in the high school gymnasium, and two men put up a flag pole in front of another school.

The doors were opened and more parents and interested citizens became involved donating everything from money, time, and ideas to strong backs. Some even wore blue "Support Your Public Schools" patches designed and paid for by themselves to represent their convictions.

As the chairman said: "We want the movement to be contagious. But it's not a hobby. We're not going to tackle something we can't complete.

"Our objective is to do what we can to make our schools a better place for our children to learn and thereby to become useful citizens," he said. Somebody, of course, had to help them decide what needed to be done and what was involved in the doing.

In some instances, volunteers in the public schools must be trained to complete their self-appointed tasks. An example was the effort involving the twenty adult volunteer school bus drivers who saw to it that seventh graders in Charlotte attended young people's concerts last year.

The work was sponsored by the Women's Association of the Charlotte Symphony and allowed some 40 student bus drivers to stay in their classes while seventh graders were transported to the concert. To accomplish the volunteer driving stint, each woman or man had to spend 18 to 24 hours in preparatory training under the direction of the school system's transportation director, Donald W. Baucom.

The volunteers learned a lot about school bus driving while they were at it. One day, while practicing, the group drove up to a hamburger stand in their school bus and ordered lunch. "And would you believe," said one woman, "that we had to stand up on the bumper, raise the hood, check the oil and water, and then check all the lugs on the wheels before we could get in the bus to drive?" she laughed.

Everyone – except the student drivers confined to their classes – thought the results were worth the effort. Especially the seventh graders who might otherwise have missed "Peter and the Wolf" and many other concert selections. The program has expanded this year to include grades 4-10; band, drama, and chorus programs; and over 100 volunteers.

Tutoring is one of the most effective forms of school volunteer service. In a few schools the efforts are highly organized and directed toward underprivileged children who might otherwise lag behind their peers. Students themselves, in some cases, are doing the volunteering. In Asheville, students from St. Genevieve-of-the-Pines and UNC–Asheville have been tutoring deprived children for several years.

PEACE, the name of the St. Genevieve's project, stands for Project for Educational and Cultural Enrichment. It was begun in 1964 by Sister Helen McCarthy who believed that high school girls could be a real help in giving instructional aid to disadvantaged children.

Now in its fifth year, the program involves several hundred children from Livingston Street School in the third through sixth grades. Children from the school visit St. Genevieve's where students in grades 9 through 12 tutor them under the guidance of senior students and the teaching sisters. The afternoon sessions also include a recreation and play period. This year students from Christ School and Mars Hill College have joined the effort and meet each afternoon at St. Genevieve's to assist with the tutoring.

The principal of Livingston Street School, Arthur Edington, feels that the project has definitely increased learning levels in the elementary school. And the older students are gaining teacher experience as they learn about social problems first-hand. The student teachers are given an orientation course each year; and when they tackle the tutoring, they give help in art, music, science, and reading.

In many instances the volunteering is a singular effort with one volunteer offering skills or knowledge not ordinarily available to the school system. Language instruction from native Frenchmen is found in some fortunate schools. Twice a week at Hope Valley School in Durham, fifth and sixth graders rise and greet their volunteer French teacher, Mrs. Charles Neal, with an exuberant "Bon jour, madame!"

Mrs. Neal, the wife of a pediatrician and the mother of four children, has been voluntarily coaching academically talented students at Hope Valley in

VOLUNTEERS LEND A HAND

Parisian French, for the past four years, two days a week at the school. From the moment Mrs. Neal steps into the classroom, no English is spoken. The sounds may be strange at first, but since they are the only means of communication, meaning gradually accompanies them and the students begin to speak as well as to understand. Students begin conversation in the fourth grade and continue learning from spoken and visual presentation of the language until the sixth grade when they are introduced to literature, grammar, and the written language.

Mrs. Neal says she enjoys seeing the students react eagerly to learning French. She'd like to see a "patron program" whereby other people within the community might give a little of their talents to enrich the school system.

In one of the newest volunteer efforts, mothers in the Newton-Conover School System have declared war on would-be child molesters. The "Mothers Block Watch," a network of mothers who live in the perimeters of the schools observe the children twice daily as they go to or return from school. The effort is being organized and by the Parent Teacher Association Council with the full cooperation of the Newton-Conover police.

In addition to protecting the children against abductions, accidents, fights, trouble with animals, or being lost, the mothers have placed signs in their front windows that read "Block Watch" and can be seen from the street. Children are shown copies of the signs at school, and if they are in any kind of trouble, they know they can get help wherever they see the signs. The doorbell won't go unanswered because someone in that house has volunteered her time. Children aren't the only ones benefiting from the volunteer effort – adults in need of help during the block watch hours can also call on the volunteering mothers for help.

Whether the volunteer efforts are on the part of parents, students, or civic groups; whether the volunteers tutor, act as teacher aides, fertilize the lawns or paint the fences, the efforts are giving the kids and the volunteers a boost. They represent a partial answer to the personnel shortage facing our schools and best of all – they're free.

Salt Marsh Safaris

Will Hon, director of the Marine Science Project in Carteret County, tells a story about grunions that explains the motivation behind his salt marsh safaris. It seems that he and a neighbor were once discussing grunions, their amazing habits, their biological clocks, etc. "We talked for hours before I realized that he had visions of fish wearing Mickey Mouse watches," he said.

The neighbor's misconceptions, along with those of just about every school child in Carteret County, have been corrected through a public school marine science project which began about four years ago. The birth of such a project in Carteret County was no fluke. The community houses the State's largest commercial fishing fleet, a large sport fishing fleet, a deepwater seaport, six marine research laboratories, a major Coast Guard station; Cape Lookout National Seashore; a State park and a wildlife refuge; miles of beach resorts; the office of the State's fisheries division; processing plants for seafood, fish meal and oil; a history of sea adventure including Edward Teach, alias Blackbeard; and a population thoroughly attuned to the sea for their livelihoods and their recreation.

"Cram all of this into a county of only 30,000 residents and you have a truly sea-oriented society," says Hon. Carteret County is in the middle of the North Carolina coast and includes the spearhead of land known as Cape Lookout just south of Cape Hatteras. Cape Hatteras, according to Hon, is an unusually clear breaking point in the north-south distribution of plants and animals and a natural place for the study of them. Beaufort and Morehead City are protected by the necklace of barrier beaches which stand between them and the ocean; and shallow sounds behind these "banks," as they are called, have always yielded richly to fishermen. They now display their riches to classes of eager young explorers who are part of the Marine Science Project and the related salt marsh safaris.

Basically, according to Hon, the project is an examination of the region's attitude toward the sea. And the sea, in Carteret, embraces the community physically, culturally, and economically. "The approach," says Hon, "is through the public schools. The target has been grades four through twelve, building from gentle coaxing at the lower level to a tough, elective, college prep program for upperclassmen in the high schools."

The project's message, he says, is ecology. And the chief tool is the field trip. "The classroom has not been deserted, but every classroom presentation implies a coming field experience, and each page of written material is treated as a temporary stand-in for reality," he said. To a degree perhaps unique, the students in Carteret are out in the field doing what other students are usually accustomed only to talking about.

The original project — funded through an ESEA Title III planning grant in 1966 — called for a major facility to serve as a nucleus for instruction, exhibits, laboratory work, library reference, research, and dissemination of literature. Plans for the building, however, failed to materialize until this year, and halted construction caused the Marine Science Project to search for ways to teach without facilities or much equipment.

But even without a building, the Marine Science Project has managed to become a center for curriculum development, research on field trip techniques, in-service training, a summer science school, and a marine science library and audiovisual center. In addition, publications have been issued and the regional coordination of marine science education begun.

In the area of curriculum development the Project added two new courses to Carteret's high schools in 1967-68 and has refined and continued them each year since then. In both of the county's high schools a full-year college preparatory course in marine ecology is taught with emphasis on the philosophy and methodology of science using marine situations to demonstrate basic principles of ecology. Unusual aspects of the course, according to Hon, have been the number of field trips (about 15), student initiated weekend work, and research projects under the guidance of working biologists. (An advanced research oriented seminar course was added this year with about ten top students participating.)

For students not planning to attend college, a special course called Coastal Affairs is taught by Hon. (His total staff numbers seven and includes curriculum specialists, field specialists, and secretarial staff.) Emphasis in the course lies in applying ecological knowledge to problems of managing coastal resources. "We examine man's role at the edge of the sea by teaching ecology through field trips and research and then considering the future through projection of trends and debate," said Hon.

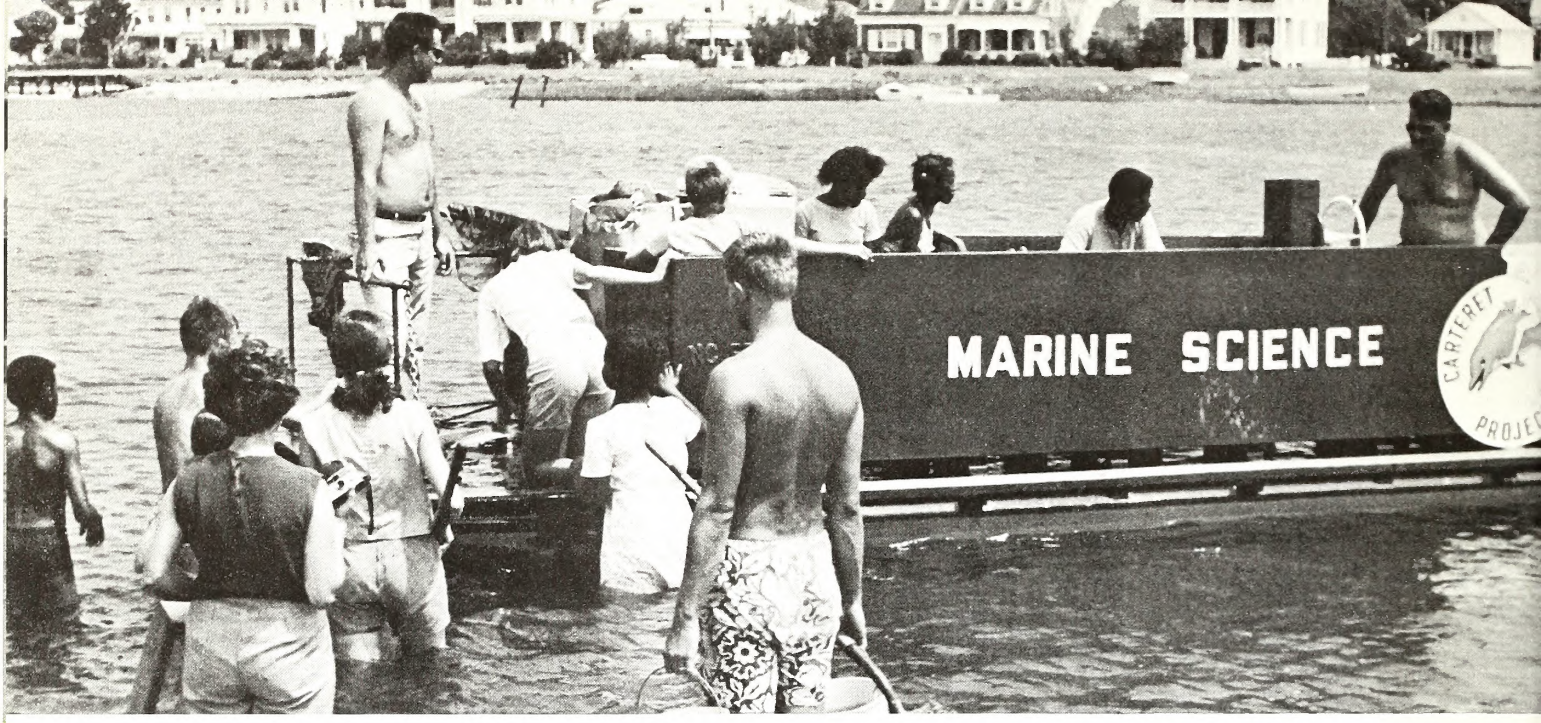
The student safari or field trip, of course, is the emphasis in both courses as well as in the instruction geared for younger students. Three-week teaching units have been prepared for grades four through ten to supplement existing science instruction, and each unit is climaxed by a suitable field trip.

Units for tenth grade biology classes include a comprehensive introduction to ecology as an approach to nature. Students get a survey of coastal communities, which, through photographs, diagrams, and words, analyzes the forces that shape natural communities by the sea. The connected field trip is a summary of the principles presented, using the salt marsh as the basic demonstration. Another tenth grade unit is designed to close the school year by pulling together and correlating the biological facts learned during the year with a field trip to upland habitats. Each biology class in Carteret County since the fall of 1968 has been taught these units. Marine Science Project staff members collaborate with the regular tenth grade teachers on teaching and field trips.

The eighth grade unit, called "The Sea and its Boundaries," and the seventh grade unit, "Salt Marsh, Sound, and Sea Beach," explore areas implied by their titles with, of course, safaris to match. Sixth, fifth, and fourth grade units are prepared in the same sequence to consider the variation of life from beach to dune to marsh to mudflat as well as to explore the reasons for the spectrum of environments and their life forms.

Materials for each unit include text, classroom exercises, additional notes for teachers, guides to films and reference materials, tests, and answer sheets. Supplementary materials have also been prepared, since, according to Hon, the need for such materials in the area of marine science is acute. "There are many reference books for background lectures on oceanology, but nothing to give school teachers and students a field approach to coastal ecology in this region," he said.

Bibliographies on available literature were compiled during the planning stages of the project, and films and science volumes were installed in a reference and circulating library. To that collection the staff of the Project added their personal volumes. Unfortunately, the entire collection burned in the fall of 1968 along with the classrooms housing the Project. After the mishap the Project was housed in the Radiobiological Lab of the U.S. Bureau of Commercial Fishers, and a new film and materials library is slowly growing. The Project is publishing materials that Hon feels will be of widespread interest and broad application. Among them are "The Major Coastal Communities of North Carolina," and its companion piece, checklist of species found in tidewater Carolina, called "Coastal Carolina, Our Role at the Edge of the Sea" (available later this year) and "The Field Experience: A



Why, A How." A complete list of publications is available from Will Hon, Marine Science Project Director, Drawer 29, Beaufort, N. C.

Field trips or safaris, of course, are the basic tool of the Carteret project. Staff member Larry Yeater and his assistant head the field trip section; their basic equipment includes a large truck with storage compartments serving as a mobile laboratory, a 36-seat bus for student transportation, and a twin-engined pontoon boat for short movements of students. For trawling, dredging, and long-distance ferrying of students they rent local boats. The project also has minimal quantities of scuba gear, nets, collecting apparatus, preservatives, field test kits, and glassware.

The philosophy of the field trip, according to Hon, is to set up what he calls "discovery type situations." A typical approach is to take a class, in field clothes, to a marine community and settle in an advantageous spot. "The leader guides them in looking at the area in new ways and in asking pertinent questions. When several good questions have been formulated, groups are assigned to explore them," said Hon. Students then spend an hour or more collecting, measuring, and arguing among themselves about what they are seeing and experiencing. When the class reconvenes, each group presents its problem and its discoveries and then defends its explanation of the situation observed.

More sophisticated trips are developed for the high school classes. A dozen or more students may be taken on an overnight trip to the Outer Banks to spend a full day in guided research. Students also explore local technical libraries, research laboratories, the port terminal, marine industrial facilities, and shipbuilding yards. One of the most successful field experiences, according to Hon, has been a local working trip to plant dune-stabilizing grasses, coupled with a ferry trip to Ocracoke Island to see massive federal projects of the same type.

And the ultimate safari for older students is a yearly junket to Florida for the better students in the marine ecology courses. Yeater takes several boys by car on a trip as far as the Florida Keys. In a carefully-selected series of stops the boys examine various beaches, visit Marineland and Silver Springs, and see the Everglades and the Keys. Last spring the idea was extended to tenth graders who took a six-day Easter vacation tour with Yeater and a tenth grade biology teacher.

Another special project was begun last year when students in the two marine ecology classes scanned a short unit for second graders. They served as trip leaders and teachers on a field trip to a tidal mud flat.

In-service training is another important part of the diverse project. "No place exists in the eastern Carolinas," according to Hon, "for teachers to study marine science and field trip techniques in combination." In-service training began in the spring of 1968 when eighty elementary teachers received stipends to attend sessions for certificate credit. Later that spring all of Carteret's secondary teachers were brought together for basic instruction for the teachers. In-service training has continued to grow since then with the out-of-county groups attending and Project staff members assisting with the adaptation of materials and field trips for other areas. Last summer the project staff organized six weeks of intensive training in marine life, ecology, and geology. Some 300 teachers have attended sessions to date.

Another outgrowth of the Project is a summer program for children. It grew from a summer science school that had been organized for the children of local marine biologists. In 1968 the Project adopted the summer school, confining the subject matter to marine science and enlarging its scope. Hundreds of students have been enrolled and scholarships have been offered to the disadvantaged. The summer classes, featuring short lectures, demonstrations, and movies, are taught several days a week at schools in Morehead City and Beaufort and are followed up with a daily field trip.

Plans originally included a Sea Lab Center to house the Project, and construction on such a facility, to be built in Morehead City, will begin this year. The Center, funded by a combination of federal and State funds, will serve primarily as a research extension facility for N.C. State University. Space, however, will be reserved for the use of teachers, students, and other persons connected with the Marine Science Project. And Hon hopes to draw more out-of-county student groups to the facility. "The approach," he said, "will be interpretive." A group, for example, might come from Raleigh, meet with biologists at the Sea Lab for exhibits, demonstrations, or movies — or even a multimedia approach incorporating all three. Then, after a field trip, the group would reconvene at the Sea Lab with specimens to observe and study. Some type of summarizing activity would follow.

Summarizing, as far as marine science goes is, at best, difficult. Enthusiasm, however, is natural. "I find it easy to be enthusiastic about my work because everyone here is in love with the sea," said Hon. It may be because the sea offers constant changes, challenges, and a multiplicity reflected in the many different aspects of Hon's project. "It's easy," he said, "to maintain a sense of wonder around the sea."

See the next issue of North Carolina Public Schools for an article on oceanography courses in New Hanover County Schools.

NEWS BRIEFS

Television Programs Suggested

Eleven network television programs of outstanding educational value have been selected for student viewing this spring by the Teachers Guides to Television and the Television Information Office. Each semester several programs are selected by an advisory panel of distinguished educators for inclusion in "Teachers Guides to Television."

The spring issue will also include special guides to news broadcasts, a bibliography prepared by the American Library Association, and a related film list prepared by the Department of Audio Visual Instruction, Indiana University. An advance schedule which lists other programs of outstanding educational value for the entire semester and a calendar-poster for classroom bulletin boards are also included in the spring issue.

"Teachers Guides to Television" may be ordered at $2 per semester or $3 for a full school year, plus 25 cents handling charge per magazine for orders of 10 or less, from Teachers Guides to Television, P.O. Box 564, Lenox Hill Station, New York, N.Y. 10021.

Programs listed this semester include:

"The Incredible Diving Machines" (ABC)	March 10
"Winnie the Pooh" (NBC)	March 12
"The Saga of the Iron Horse" (ABC)	March 15
"David Copperfield" (NBC)	March 15
"Horton Hears a Who" (CBS)	March 19
"It Couldn't be Done" (NBC)	April 2
"This Land is Mine" (ABC)	April 6
"Holland Against the Sea" (CBS)	April 8
"CBS Reports: America's Health" (CBS)	April 20, 21, 22
"The Unseen World" (ABC)	May 3
"The Wilderness Road" (NBC)	May 23

Advanced Studies Program

The Demonstration and Research Center for Early Education (DARCEE), a unit of the John F. Kennedy Research Center on Education and Human Development at Peabody College, is offering an advanced studies program in the area of early childhood education. The major aim of DARCEE is to discover and implement ways of improving the educability of young children, primarily those under six, from low income homes. The program is funded through the Office of Economic Opportunity and the Office of Education.

DARCEE awards fellowships to graduate students at all levels. Students in education, usually with a major in early education, may earn the Master of Arts, Education Specialists, or the Doctor of Education Degree. Those in Psychology can earn the Master of Arts and the Doctor of Philosophy Degrees in clinical, educational, developmental, or school psychology. Students may prepare to be regular classroom teachers, lead or demonstration teachers, supervisors, program directors, college instructors, or researchers.

Fellowships at DARCEE provide full tuition, a stipend of up to $2,500.00 the first year and a small dependency allowance. For information and application, write Christopher R. Barbrack, DARCEE — Box 151, George Peabody College, Nashville, Tennessee 37203.

New Graduate Program Offered

The Harvard Graduate School of Education is offering a new doctoral program entitled "Education and Social Policy." The program, according to Theodore R. Sizer of the Harvard University Graduate School of Education, will train planners, analysts, and researchers for a wide variety of educational settings — from the Office of Education and State legislatures to school districts. "We want to attract students with an active interest in change, and a desire to sharpen their analytic skills," said Sizer.

The coursework will focus on major policy issues in American education and will, according to Sizer, involve three years. Coursework will center around three areas: politics, sociology, and quantitative data analysis. Training will also include an internship. The program will be closely related to the Harvard Center for Educational Policy Research and the Harvard Center for Law and Education.

Further information about the new program may be obtained from John J. McGarraghy, Assistant to the Dean, Graduate School of Education, Harvard University, 114 Longfellow Hall, Appian Way, Cambridge, Massachusetts 02138.

Pupil Personnel Services Director Named

Thelma Cumbo Lennon, former NDEA Title V Supervisor, has been appointed director of the Division of Pupil Personnel Services for the State Department of Public Instruction. According to Dr. Jerome Melton, assistant superintendent for program services, new responsibilities of the Division will include all phases of student activities, including guidance, school health, attendance, and psychological services.

Mrs. Lennon is a graduate of N.C. Central University and received the Ed. M. degree from Boston University. She has also been a graduate student at Harvard University. Before joining the Department of Public Instruction in 1962 as a guidance counselor, Mrs. Lennon served as an instructor at St. Augustine's College and later as Dean of Students at Allen University in Columbia, S.C.

June Gilliard Visits Russia

The National Council for the Social Studies in cooperation with the United States Office of Education selected Miss June Gilliard, social studies consultant with the State Department of Public Instruction, as one of three educators to visit the U.S.S.R. during January and February. The purposes of the visit were the exchange of educational experiences and continuation of the cultural exchange program between the United States and the U.S.S.R.

In addition to Miss Gilliard, the delegation included a classroom teacher from Minnesota, Dr. John Jarolimek, president-elect of the National Council for the Social Studies and a professor at the University of Washington in Seattle. While in Russia the delegation observed Soviet educational institutions and programs. They will submit reports to the U.S. Office of Education and the National Council on Social Studies, giving a comparative analysis of the Soviet and American approaches to the social studies with regard to objectives, methods, materials, and evaluation procedures.

Slip-up

"My One-Room School" by Kate Fleming Brumitt in the January issue of **North Carolina Public Schools** was reprinted by permission from the Fall 1969 issue of the **Alumni News**, a publication of the Alumni Association of UNC-Greensboro. A note to this effect was inadvertantly omitted at the end of the article.

THE ENVIRONMENT:

The little boy walked to the front of the crowded court room and spoke into a microphone at least a foot taller than he was. "The world has been here for billions of years. But if we don't do something about it, it won't be here much longer," he said.

The child had waited for hours to go on record at a public hearing on environmental and natural resources education. His remarks were made after many adults had spoken. Some were cool and full of answers. Others became emotional and demanding. The boy, however, spoke for everyone.

The hearing was one of six called as a result of the Environment and Natural Resources Act of the 1969 General Assembly. The legislation reflects growing state, nation, and world concern for the quality of man's environment. And while that concern is widespread, it is not manifested in comprehensive and cooperative programs of action designed to control and promote the wise use of our natural resources. The bill, which was introduced by Representative Norwood E. Bryan, Jr., of Fayetteville is an attempt to produce that action. It directs the State Board of Education and the State Superintendent of Public Instruction to study the extent of the need for, and formulate proposals relating to, educational programs dealing with the relationship of man and his biophysical environment.

The act further directs the study to include an examination of the status of the existing curriculum in this area, textbooks available, courses being taught elsewhere, available curriculum guides and instructional materials, and the need for in-service training for teachers.

A 42-member Task Force on Environment and Natural Resources was named to conduct the study. They met in Raleigh early in January to formulate plans, break into subcommittees, etc. Representative Bryan is chairman of the Task Force. Dr. Edwin West, science consultant for the State Department of Public Instruction, will direct the study. Task Force members represent a broad area: State government, federal agencies, institutions of higher learning, business and industry, and other institutions such as farm, civic, and service clubs, as well as various commissions and committees.

To insure the widest possible public participation in establishing new directions in environment education, the Act also directed that the State Board of Education hold public hearings on the subject. And the public did participate. Educators, businessmen, representatives of industry, housewives, and a people who identified themselves as "just citizens" turned out. And they all expressed concern.

"I'm here today because my life patterns are threatened . . . even perhaps my life," said Roy Davis, an Asheville engineer.

"The super-rich are the superpollutors," said Dr. Herbert Heckenbleickner of UNC—Charlotte. He said that Americans abandon nine million cars, trucks, and buses each year. "Education," he said "is the only long-range way to do much about this problem."

"The environment is already degraded," said Dr. Maurice Camp, head of the Mecklenburg County Health Department. And Roy Alexander, a teacher at Independence High School in Charlotte said that we must move away from a "cowboy economy" in which society simply moves on to greener pastures when the surroundings are befouled. "It just won't work in a closed system like the planet earth," he said.

"And we cannot hope to achieve environmental awareness by simply inserting another course into the curriculum," he said. Alexander told the Task Force members of a program at Independence High School in which science and social studies courses have incorporated environmental studies into their curriculum. A specific independent study course in environmental conservation is being offered this spring, and a club, which serves as an auxiliary to the school's outdoor laboratory, enables students to take camping trips to see natural resources

RESOURCES OR NECESSITIES?

first hand. For two summers another group has taken bus trips across the country to study regions in terms of ecology, history, economics, and other subjects. An environmental conservation conference, to be held at Independence High School this spring, is being planned. According to Alexander, delegates from high schools and colleges in both North and South Carolina will attend.

Steve Longnecker, an instructor at Asheville Country Day School, said that the only disagreement among speakers was at what grade level to start teaching environmental conservation and appreciation. "But how early can you start?" he asked. Some expressed concern that the curriculum is already heavy.

Another teacher from Asheville said that it isn't necessary to leave anything out of the curriculum in order to add environmental education. "It can be dovetailed with the existing curriculum," she said. Others felt that an interdisciplinary approach was absolutely necessary to teach children the economic and historical implications of environmental control or appreciation.

Mrs. Marjorie P. Lockwood, a teacher at A. C. Reynolds High School in Asheville, agreed to the interdisciplinary approach. "I do not see how anyone can teach literature or art, for example, without a sensitivity to nature and all living things," she said.

Many agreed that a classroom, fact-filled approach is not the answer. Dr. Jim Clay of UNC—Charlotte said that the "interest of the child is sometimes killed by study in a vacuum." And science, he said, is often studied in a vacuum with the result that the student is left with little bits of information and no appreciation for the subject. Interrelationships, he said, are the most important aspect. "I'm not sure how to get it across. But I am sure that it doesn't begin and end with class." Many felt that environmental studies should range from K-12, and many felt it should be field or action oriented.

Lynn Cagle of the Cabarrus County Schools told the Task Force members in the Charlotte hearing of a Title III project held last summer for high school students on the subject of earth and space science. "We'd finally given them something that was relevant," he said.

"I've given up on the adults," he said, adding that "it's high time we put our money on the kids. If you could see the anger of the kids last summer seeing what we'd done to the environment, then you'd understand," he said.

The development of good in-service and pre-service programs and the need for curriculum materials on environmental education were stressed by many. "Few colleges offer a course in this," said Dr. Harry Johnston of the Department of Ecology at UNC-Asheville. "We do not have the information that we need now. We need to get it in the hands of the teachers," said Culver Dale, superintendent of McDowell County Schools.

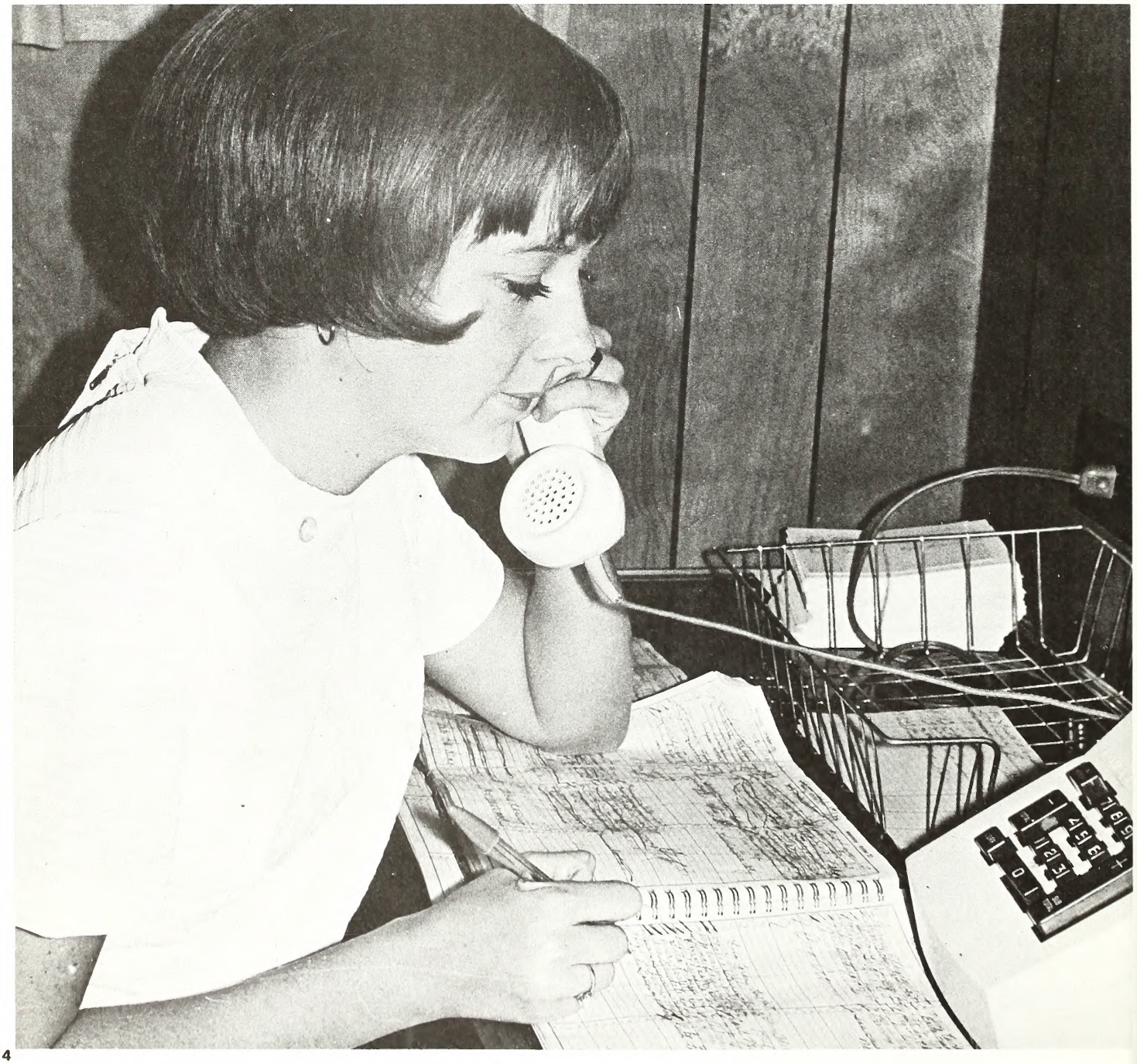
The opinions expressed at the public hearings were varied, but comments on and concern for the environment were similar. Frank Bell of Mondamin Camp in Tuxedo said, "Perhaps man has strayed too far from his origins to ever return to them." He said that many children think that milk comes from bottles, music from boxes, etc. "We need to relate to our natural ecology," he said.

"To do this we need to appreciate it." Education, Bell said, is a continuing process in which the individual builds the experiences, knowledges, skills, and habits that enrich living. What, he asked, is more important than air, earth, and water? "They are necessities, not resources. They are prerequisites to life and we have neglected and abused them too long."

Opinions and suggestions aired at the hearings will be used by the Task Force in compiling their findings and formulating their proposals. When completed, the proposals will be submitted to the Governor and to the 1971 General Assembly.

On-the-Job Training
For Girls Entering the Business World

Telephone conversations are a big part of a receptionist's job. Theresa Beaty is able to learn on-the-job through COO training.



Less than 40 percent of the thousands of students graduating from high school in North Carolina each year go to college. For the rest, job hunting follows their commencement exercises. And as anyone who's pounded the pavement and searched the classifieds knows, experience is the best recommendation for any job.

Cooperative education programs – combining on-the-job training with classroom instruction – are not newcomers to North Carolina's high schools. Such programs – also called distributive education or industrial cooperative training – have been operating for the last 30 years. Most of these programs, however, have been aimed at male students: mechanical, industrial, trades, and agricultural training. Opportunities for girls have been limited. But as their presence in the labor force has grown, more and more cooperative education programs have been planned for girls. Offerings now include office occupations, cosmetology, food services, and health education – to name a few.

Office education courses, however, are in the greatest demand since most of the girls going to work right after high school seek positions in the business world. For these girls, Cooperative Office Occupations (COO) program – combining work and class instruction – can help them get the job they want. According to Miss D. Macil Via, occupational education consultant with the State Department of Public Instruction, there are approximately 50 State and federally supported programs in North Carolina offering business education along with actual work experience. An additional 95 programs offer "in-school" work experience with students employed as part-time clerical workers by their school systems.

Three high schools in Gaston County offer a Cooperative Office Occupations program supported by State and federal funds that is much like the others across the State. The Gaston County program is designed to give senior students real "on-the-job" training classroom experience, and a few extras thrown in by instructors such as Mrs. Gerald Cortner, coordinator of the COO program at South Point High School in Belmont. Mrs. Cortner has 33 students enrolled this year, the third for the Belmont program.

During the morning students take classes required for graduation along with a business skills course taught in a two-hour block. And when they are ready, the girls head for afternoon jobs with various companies in the community.

The two-hour business skills course is taught by Mrs. Cortner, and when she says business skills, Mrs. Cortner means more than the usual office knowledge. "I try to give the girls some idea of what to expect when they walk out the doors of the high school and enter the business world," she said. During the course students receive instruction in the operation of many different business machines: the 10-key adding machine, the full key adding maching, printing calculators, rotary calculators, duplicating machines, and dictating equipment. They also reinforce shorthand, typing, or bookkeeping skills learned earlier. "But the girls also get other types of training that will help them to be better secretaries," she said.

Mrs. Cortner tries to "polish" her students by introducing them to the sideline aspects of secretarial work. The "extras" approach, she calls it, and she said it is possible with the cooperative program and the two-hour block of time for instruction. The most "polish" and fun comes, perhaps, when various beauticians visit to lecture on the importance of neat hair styling and grooming. Telephone representatives are also invited to the classes to discuss correct telephone etiquette and the proper use of a telephone in a business office. Other speakers and guests have represented the post office and discussed mailing procedures and postal services. Bankers and personnel managers from local businesses and industries have also come. In addition, Mrs. Cortner plans field trips to businesses and other points of interest, some of which would not ordinarily be considered essential to secretarial training.

"Since a secretary should be well mannered and knowledgeable in many areas, I feel it is to her advantage, for example, to know what to do if she were ever assigned to take a customer out for lunch or to go with her boss on a luncheon meeting and take notes during the meeting," she said. To teach the girls, Mrs. Cortner takes her classes to a nice restaurant where they learn about menues, prices, and deportment.

The students also travel to a nearby IBM school where they learn as much as possible in a short period of time about computers and their benefits. "We also like to have a few of our graduates come back and talk with us about their experiences in the business world," said Mrs. Cortner, who emphasized the variety of learning experiences needed to become a good secretary.

A student enrolled in the Cooperative Office Occupation Program can emphasize stenographic skills or clerical skills during the two-hour block. When a field trip or other extra isn't planned during the two-hour block, Mrs. Cortner assigns problems that require the students to use most of the office machines in the class. Until the student is ready for on-the-job training, Mrs. Cortner remains on hand during the afternoons to give further help.

When the students are ready for actual work experience, they seek employment with a firm approved by the program coordinator. When the girls go for their interviews, they're on their own. "I send two or three girls to an employer, let each of them fill out the application, and have the interview. This lets them learn what it's like to compete for a job as well as the proper way to apply for one," she said.

"Of course, I talk with them before they go and tell them that they may not get the job after all," she said. "They take it well because they know they're still learning." Learning to take the employment tests and talking with employers, she feels, is one of the most important aspects of the experience.

The girls then follow a flexible program developed by the coordinator and the employer. "Of course, the students get paid for their work and this helps motivate them, as well as allowing them to share some expenses with their parents," she said.

By the first of the year, Mrs. Cortner has most of her students placed in jobs. By the end of the year the students – all of whom are seniors – are well prepared for the outside world. When their commencement speakers challenge them to "go out and conquer the world," they're ready. In fact, by June many of them have already found permanent jobs. Good ones, too.

STATE BOARD ACTIONS

Television Course for Kindergarten and First Grade

At the February meeting of the State Board of Education, an agreement with the National Instructional Television Center was approved for the purpose of securing the rights to a Telecourse being produced by the Center. The course consists of a series of 36 fifteen-minute television lessons in color and at least one half-hour, in-service orientation program.

The Telecourse, designed for in-school use at kindergarten and first-grade levels, will be ready by August 15, 1970. The agreement granted the Board the rights to unlimited instructional use of the Telecourse, the half-hour orientation program, and a manual prepared by the Center. The board has unlimited rights to these materials and to the revised materials that will be produced through 1976-77.

As part of the agreement, the National Instructional Television Center will also produce a series of six thirty-minute, in-service education tapes related to the utilization of the Telecourse.

Prospective Teachers Scholarship Loan Fund

For the first time since the Scholarship Loan Fund for Prospective Teachers was initiated by the General Assembly in 1957, the State Board of Education wrote off several scholarship loan accounts as uncollectible. In line with recommendations from the Attorney General's Office, a total of $1,348.88 in principles and interests was declared uncollectible. That sum represented eight accounts.

The Board also approved a policy recommended by the Attorney General's Office that loans on which no payment has been made in the last 10 years or uncollectible loans in the amount of less than $100 be written off.

In-Service Training for Teachers of Gifted and Talented Students

The Board approved an in-service training institute for teachers of gifted and talented students to be held at the Governor's School in Winston-Salem, June 22-July 31, 1970. The institute was made possible by a $31,000 grant from the Reynolds Foundation.

Twenty-five North Carolina public school teachers, nominated by their superintendents, will be selected to attend. Those selected must be planning to teach in grade seven or higher during the 1970-71 school year, must hold at least a Class A certificate, and must be scheduled to teach identified high-ability students full-time or part-time next year.

The course will last six weeks, and selected teachers will work closely with the director of the Governor's School and four master teachers. They will receive $75 each week of the course.

The purpose of the institute is to provide teachers with additional background, methods, and basic experiences with talented students. Chairman of the State Board Dallas Herring pointed out that this institute will help broaden the base of involvement and usefulness of the Governor's School.

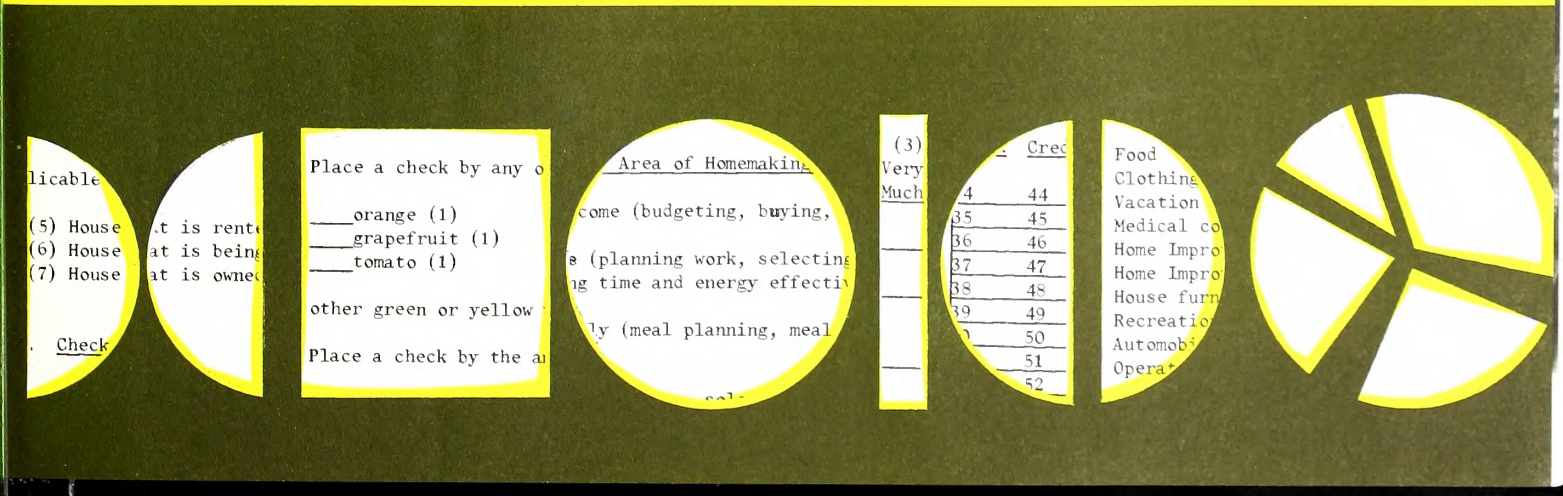
Additional Kindergarten Centers

The State Board approved the addition of one kindergarten early-childhood education center for each of the State's eight educational districts. After superintendents have submitted letters of intent for the operation of a center and the sites have been visited, recommendations as to the location of each center will be made by the State Department of Public Instruction. Formal approval for the eight additional centers will be made in April.

One million dollars was appropriated by the 1969 General Assembly for the establishment of public kindergartens in the 1969-71 biennium. The first eight sites were selected in August 1969, and the kindergartens began operation in December.

VOLUME 34 / NUMBER 8 / APRIL 1970

NORTH CAROLINA PUBLIC SCHOOLS



NORTH CAROLINA PUBLIC SCHOOLS

Volume 34 / Number 8 / April 1970

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Official publication issued monthly, except June, July and August, by the State Department of Public Instruction. Second class postage paid at Raleigh, N.C. Unless otherwise noted, no credit or permission is required for reprinting, with the exception of articles from other publications reprinted herein. Mailing address: North Carolina Public Schools, Division of Public Information and Publications, State Department of Public Instruction, Education Building, Raleigh, N.C. 27602.

EDPRESS

From the State Superintendent

Excerpts from Craig Phillips' NCEA Convention Address, March 20, 1970

. . . Shakespeare gave some lines in Act II, Scene III, of MacBeth which dramatically describe the March 1970 atmosphere in which you and I are making, what I believe, is our greatest effort to give of our best to the school boys and girls of North Carolina.

"The night was unruly: where we lay, our chimneys were blown down — and as they say — lamentings heard in the air, strange screams of death: and prophesying with accents terrible of dire combustion and confused events — new hatched to the woeful times, the obscure bird clamoured the livelong night — some say the earth was feverous and did shake."

This night of Lennox certainly can be compared with our today — our unruly today in which old traditional educational chimneys which were once considered sturdy and solid, are being blown down by the winds of change — winds of change generated by strong committed young voices — the voices of our students in our classrooms — the voices which are asking, sometimes demanding, sometimes pleading, that we find and develop more relevance in our teaching — an unruly today where lamentings in the air by parents — citizens — taxpayers — governmental leaders — are saying to you and to me that we must find better means of clear understandable accountability for the use we make of the resources now available to us for the education of 1¼ millions of North Carolina's young people before they provide more of these resources. . . .

I think we know what to do.

Collectively:

1. We just must say to the people of this state and their chosen decision makers: congressmen, legislators, commissioners, school board members, that we are more interested in children than we are in ourselves.

2. We must say to the people of this state and their decision makers that we're ready, the 60,000 school people from Cherokee to Currituck, to go to work on a truly full-time basis — ten- and twelve-month career patterns for professional and non-professional personnel — that we're long overdue in abandoning the daily wage and the 185-day work period.

3. We must say with great conviction to the people of this state and their chosen decision makers that we are willing to stand accountable for the wise and effective and creative use of resources made available to us and that, although most difficult to do, we'll find better ways to do this accounting — but we must also say to them collectively that they must take time to listen, and to look at what we have to tell them and show them — and that they then must find ways to dramatically increase resources through which you and I will have at least a fighting chance to do educationally for their children what most of them fondly, fervently, and prayerfully want us to do.

4. We must say to them with no equivocation that we believe in an integrated — non-segregated unitary — non-dual school system for the state of North Carolina and the 152 school communities which operate local school systems. We can say this best collectively by getting on with the final merger of the NCEA and the NCTA into a new committed NCAE whose constitution is proposed to begin with a preamble which says this and whose full posture and every action must demonstrate to all that segregation — dual education — is dead in North Carolina.

Individually:

1. Each member must take upon himself a new commitment to youngsters — a belief in their part in the process — their right and responsibility to a role in the educational decisions which so greatly affect their lives whether it be in the classroom or in an activity.

2. Each member must become a real counselor to boys and girls. Have you ever thought about what might happen in a positive way if even 20,000 of our secondary level people built a new personal ongoing relationship with 20 youngsters with whom you've never previously identified — 200,000 new personal, warm, helping, sharing relationships, with all kinds of youngsters — a new touch with a new impact.

3. Each member individually must become a live image builder for education with those in the community whom you know best. Your decision maker friends have confidence in you as an individual. Be sure that they know what you do, how you do it, what's good about it, where you come up short and what you need to get a better job done. But most of all tell him individually through what you say and do that you're more interested in his child than you are in yourself.

This time, March 1970, and all beyond although an unruly time — can be a good time for us all if we know what to do — I think we can do it better than anyone ever dreamed we could.

TO INTEREST THE CHILDREN

SALISBURY'S SUPPLEMENTARY EDUCATION CENTER

By Jean Marlowe/Editor, ESEA Title III

"It's been so successful we couldn't get rid of it if we wanted to."

Superintendent Harold Isenberg of the Salisbury City School System was talking about the Supplementary Education Center in Salisbury, which includes a planetarium, a 34-acre reserve for nature study, and an art gallery.

But the project ends its third and final year of operation under the ESEA Title III federal grant on July 15 this year, and the community faces a decision. Is the project valuable enough to justify picking up the $75,000 tab for it?

Isenberg thinks it is. "We are very hopeful – confident – that the project will be continued next year. It relates to our whole concept of public education: to interest the children in as wide a variety of educational experiences as possible," he said. "Any time a child is interested in coming to school he does better."

The question of whether the project shall fold or flourish is not unique to Salisbury. Over the last four years ESEA Title III has spent close to $12 million in North Carolina. Most of this money has gone into operational projects, which can be funded a maximum of three years. After that, the money must come from some other sources.

The job of finding these other sources is not an easy one. As one school official put it: "The citizens are very pleased with the project as long as it's paid for with federal money. But getting them to dig into their pockets to support it is a different matter."

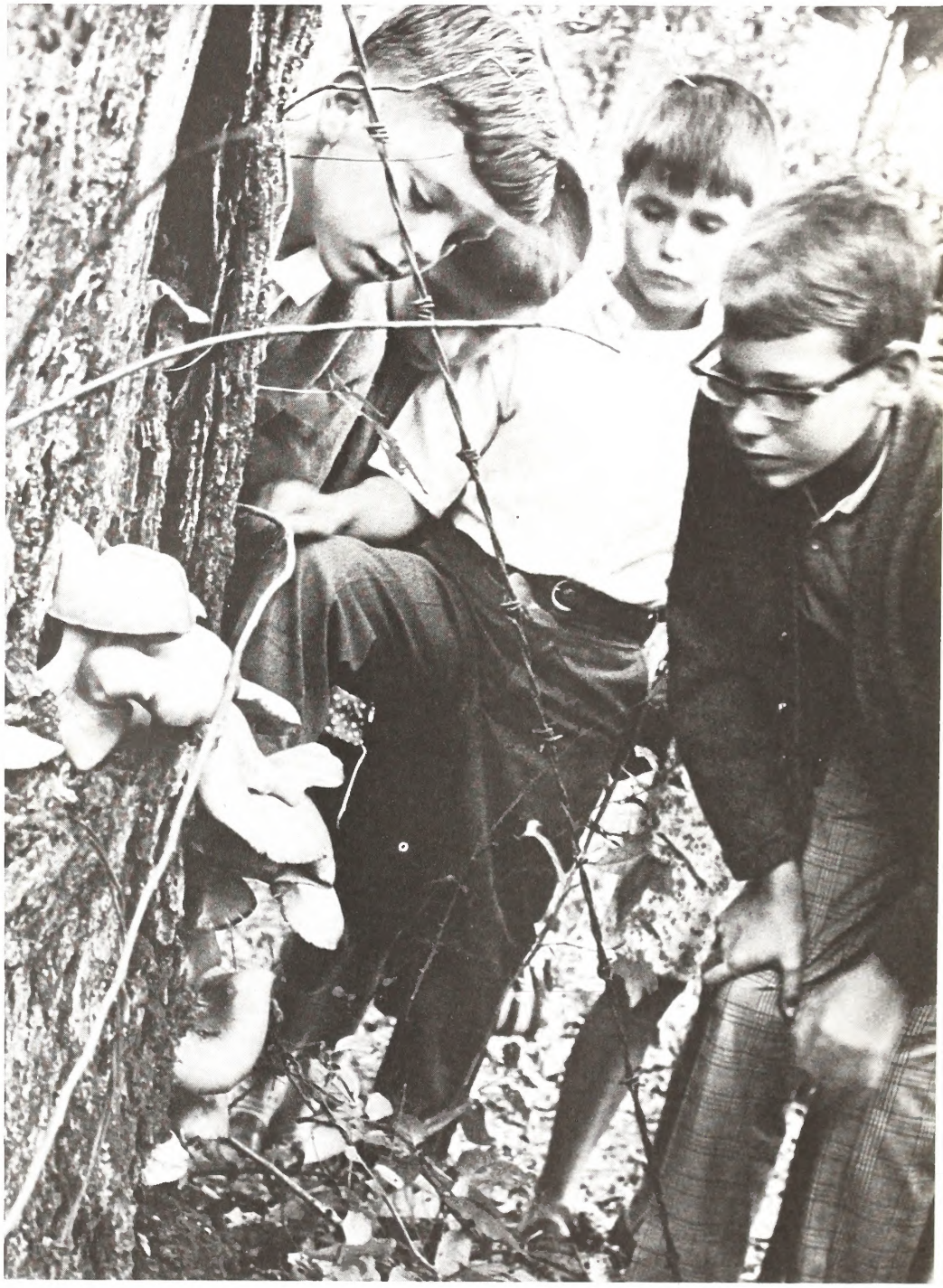
The Salisbury project serves all schools in Rowan and Davie County Systems as well as Salisbury City Schools. The project owns a bus which it uses to transport students to the Center.

In addition to the student programs, the project has an extensive in-service program for teachers. Classes in astronomy, black history, ecology, air pollution control, and other areas have been conducted by the Center for teachers in the three systems.

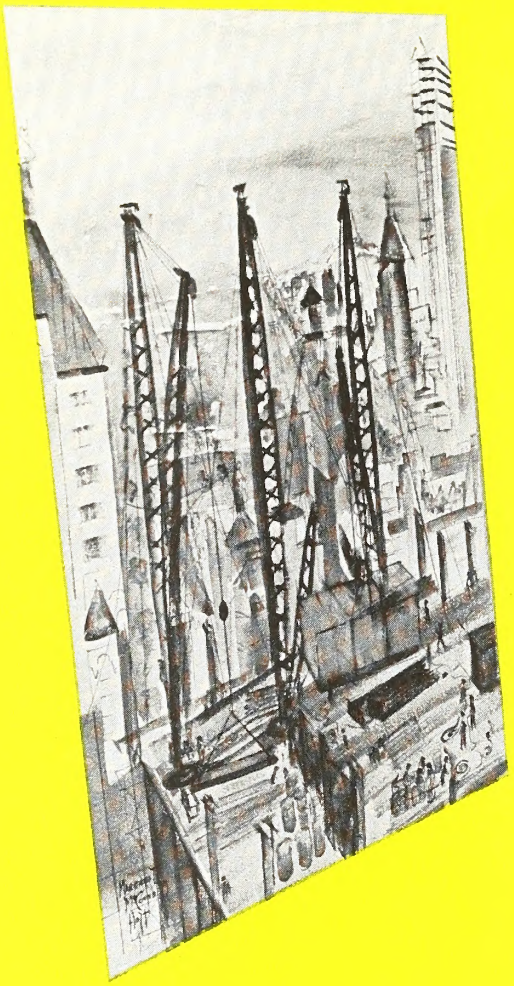
But local school and civic officials have made no financial commitment for the project's future, and what has been termed a "quiet campaign" has begun on behalf of the Center. The County Commissioners have appointed a committee to study the needs of the Center.

Bill Lyon, a local businessman, is chairman of the Center's Advisory Committee. A group of 40 representatives from various segments of the community, the committee has served the dual role of policy-making body and link with the general public since the school system received a planning grant for the project in 1966.

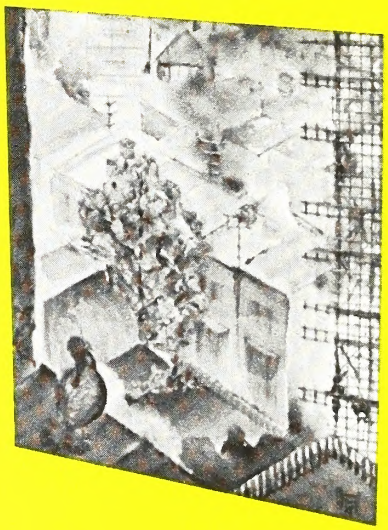
"Getting the project into operation

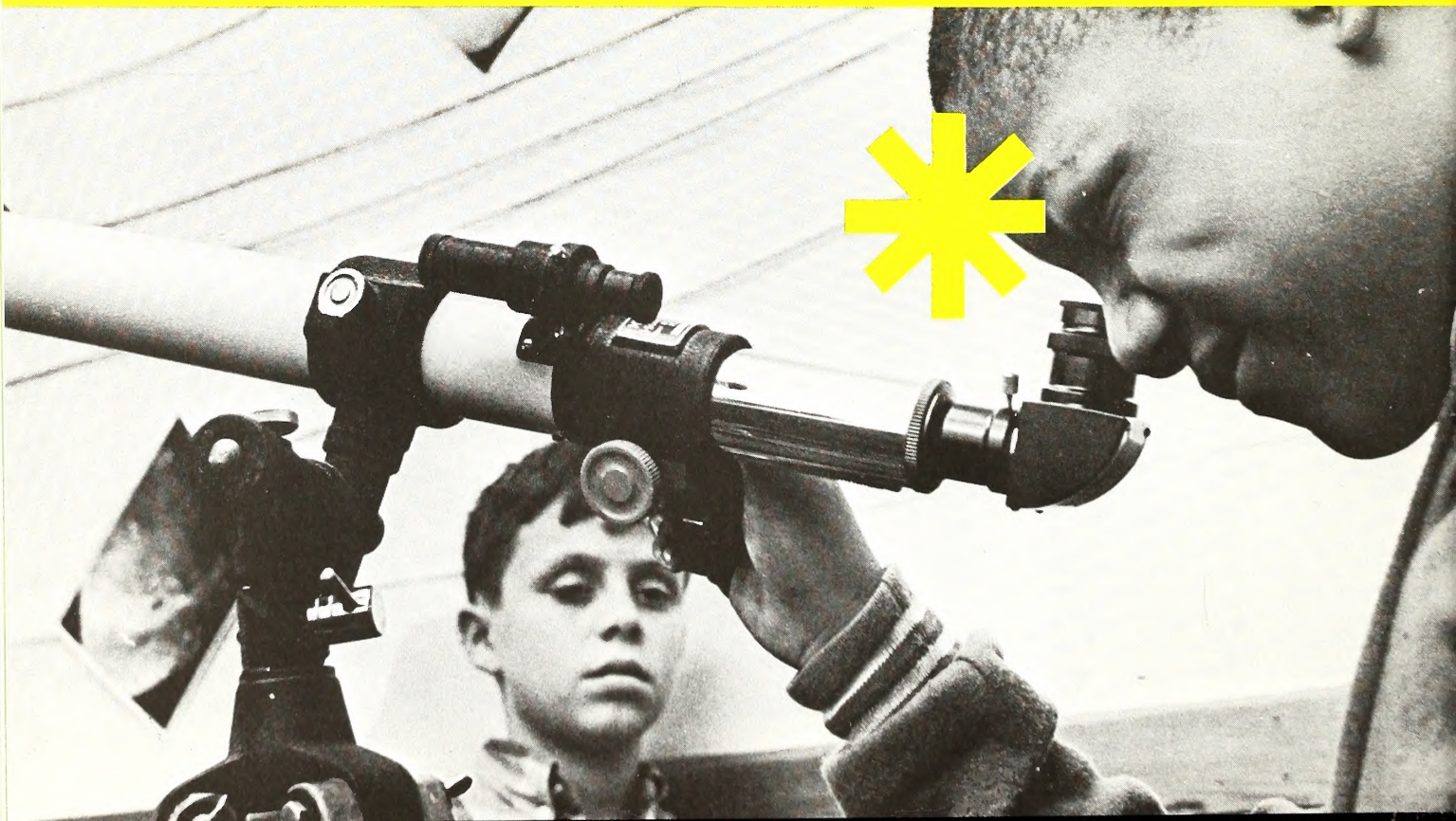


Photographs, Salisbury Evening Post



TO INTEREST THE CHILDREN....





on the local level is going to be the big struggle," Lyon said. "Our hope is that eventually it can be handled through local funds, but we are going to have to phase it in over a period of time." Lyon thinks the "phase-in" money, which will provide additional time for the school systems to absorb the costs, can be obtained through private sources.

The Advisory Committee actually grew out of an older group which in 1958 joined together to preserve the 34 acres of woodland and marsh which has since become one of the school system's proudest assets. Lyon points out that $300 was raised at that time for lumber to build nature trails into the area. Students literally blazed the trails into the marsh and built the walkways which have since been used by thousands of students.

Another $53,000 was raised locally in 1967 to provide additional space when the program first expanded. An old warehouse was renovated and now contains the natural history exhibits, the live domestic animals which the project has collected, the planetarium, and the project offices.

One of the key people who will be leading the "quiet campaign" for funds is J. H. Knox. Superintendent of the Salisbury Schools until retiring last year, Knox was instrumental in getting the project funded and maintains a keen interest in it as a consultant. Like Lyon, Knox acknowledges that initially some of the money will have to come from another source than the school budget. But he quickly points out he is looking for operational funds — money which will be required on a yearly basis to keep the project going. He is wary of using a one-shot public community fund-raising effort for this reason. Hence the "quiet campaign." As of late February the project had received definite commitments amounting to $5,500. The area served by the project includes, besides three school systems, two community colleges — Livingston and Catawba, and Rowan Technical Institute. A third college, Pfeiffer, is close by and has used Center facilities.

Catawba College has used the Center extensively. The two facilities share the Center's $56,000 planetarium and the College's observatory to provide a complete approach to astronomy. The Center and Catawba College both border on the reserve, and both use it for nature studies.

One of the most obvious measures of community participation is the number of animals which have been given or permanently loaned to the Center. They include "Peter," a large white rabbit, and "Chipper," a squirrel, and opossums, guinea pigs, a green snake, two king snakes, a hognose snake, and a boa constrictor. With the exception of the boa constrictor (who has been described as "very gentle"), the animals are loaned to individual classrooms for a week or more.

Knox cites this aspect of the program as one of the most helpful parts for elementary teachers. It allows elementary students to become familiar with animals and develops in them a deeper appreciation of "the natural," he explained.

"The science training which teachers get in college is most often oriented toward technological work — dissections, for example. This is just not what elementary teachers need or can use in their classes," he said.

Knox sees the future direction of the project as moving towards environmental studies. "I'd like to expand the conservation aspect of the program," he said. "This is where our vast resources are." The Audubon Society recommended in 1958 that the marsh be preserved.

Numerous groups in the area have expressed an interest in keeping the project going. A local garden club prepared a display for the Christmas season this year called "Christmas Trees Around the World." Student groups outside the school organization which have used the Center include the scouts and the YMCA. The Center is swamped each summer with requests from Bible Schools. The planetarium is also open every other Sunday to the general public. Attendance so far has reached over 75,000.

Salisbury Post editor George Raynor said his initial reaction at seeing the amount of use of the Center by the community was "surprise." "We've been terribly pleased with it. We no longer have to go out of town to the larger museums, but can go to our own Center now," he said. "We've never had anything like this before." Raynor said the bus had probably been the most important factor in achieving such participation.

Center activities are continually publicized widely by Project Director Mrs. Nancy Holshouser. During the month of December, 1969, records show the project was visited by 2,517 students in the Salisbury City Schools, 2,648 in Rowan County Schools, 985 in Davie County Schools, and 203 students in private schools. Total participation in the Sunday openings was 695, for a grand total for the month of 7,899 participants. ■

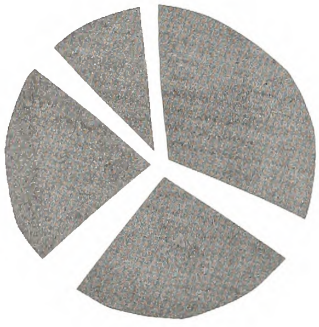
TEN YEARS LATER

A FOLLOW-UP STUDY OF TENTH GRADE GIRLS

How prevalent is the practice of combining the roles of homemaker, wage earner, and mother?

What homemaking tasks are considered most difficult by today's young woman?

What homemaking problems are unique for the single woman?



To find the answers to these and similar questions, the home economics staff of the Department of Public Instruction initiated, in 1967, a comprehensive survey of young Tar Heel homemakers. "The survey," said Mrs. Ernestine Frazier, chief consultant of the Homemaking and Consumer Education Section," was needed to determine the needs and characteristics of young homemakers. The findings will, in turn, have implications for revising the home economics curriculum in both homemaking and related occupational programs."

A sampling plan consistent with good research techniques was developed to identify the population base to be used for the study, and an eight-page questionnaire was adapted to be mailed to selected young women who were enrolled in North Carolina public schools as tenth graders during the 1957-58 school year.

In July 1968 the questionnaires were mailed to 2,450 young women. Within two weeks one thousand had been returned, and within two months 1,807 women had replied. These women represented a systematic selection of five percent of the approximately 40,000 tenth grade girls enrolled during 1957-58. They had attended schools in all sections of the State — rural, suburban, and urban areas. The schools they attended varied in size and ethnic composition.

The research study will be published this summer and distributed to school administrators and home economics staff. The findings of the study are in five basic areas, as were the inquiries on the questionnaire: education, employment and occupation, family, homemaking, and homemaking practices.

Education

Almost 90 percent of the young women surveyed graduated from high school. Of those who graduated from high school, almost 60 percent continued their schooling for six months or more, and over 75 percent of those continuing their education completed their course of study or graduated.

Of the 1,807 women surveyed, 1,405 were married. Some 1,154 of these young women indicated they had not continued their formal education since marriage. For the majority, therefore, their high school education was the primary source of preparation for marriage and employment. Most of them married by the age of 19 or 20.

Over 87 percent of the women had been enrolled in home economics at some time during their high school years. The majority of them had taken home economics in either the ninth or tenth grade. Over five percent of the young women had enrolled in home economics in college — or about one in every 11 who continued their education beyond high school.

Employment and Occupation

Almost all of the young women — 93 percent of the 1,807 — had been employed at some time since leaving high school. And over 90 percent of the married women reported that they had been employed since their marriage. At the time the survey was made, over half the young women were "currently" employed. And 85 percent of those "currently" employed were working full-time. Those "currently" employed held positions classified as sales and clerical (38 percent), professional (34 percent), benchwork (14 percent), or service occupations (8 percent).

Most of the women, therefore, were performing or had performed dual roles as homemakers and wage earners. Their reasons for continuing employment after marriage were not secured, but according to the study, the fact of their employment raises many questions for educators. It is the conclusion of the study that preparation for handling multiple roles is needed. Almost 90 percent of the women said "Yes," to the question "Do you feel that young women today need preparation for employment outside the home?"

According to the report, "Educators no longer can debate the need for such educational preparation, but rather must focus on the extent to which they are providing training opportunities desired and needed by young women prior to their entrance into the labor force."

About forty percent of the respondents said they were interested in training for employment that would prepare them for occupations requiring home economics knowledge and skills. The occupations selected most often were home decorator assistant and child care center worker. When these young women were enrolled in high school, no specific training opportunities were offered for these occupations. In fact, there were no occupational home economics programs in North Carolina high schools prior to 1964.

Family

Most of the young women in the study (86 percent) had married, but six percent of those had been separated, divorced or widowed. Slightly over 13 percent were unmarried.

Half of the young women married by the age of 20; by the age of 23, over 75 percent were married. Of the 1,562 married women, 67 percent had children, and most of these women had become mothers between the ages of 19 and 21. Most of the young mothers had one child who was 1-3 years of age and one child 4-6 years old.

Working mothers, surprisingly, reported few problems in making arrangements for the care of the children while at work. Most had arranged for the care of their pre-school children in their own home or at the home of the person providing care.

As for income, about 10 percent of the young women's families earned less than $4,000 annually; another 10 percent had annual incomes over $12,000. The average annual family income, however, was $7,000 to $8,000.

Almost one half of the respondents were living in homes which they owned or were buying; approximately 40 percent lived in rental property; and 8 percent were living with their relatives.

The young women, the survey showed, were highly mobile. At the time the study was made, the women — all Tar Heels originally — were living in practically every State in the nation and in other countries as well. In a 10-year period, some had changed their residences as many as five times. The most common forms of mobility, were moves within the city (22 percent), county (25 percent), or State (25 percent).

Homemaking

Young married women ranked "managing money" as their greatest homemaking problem. Second was "combining the dual role of homemaker and wage-earner." Unmarried women ranked "assuming emotional and physical responsibility for a family member" as their greatest homemaking problem and "reaching decisions about marriage" as second.

About 85 percent of the young women believed that they needed preparation for homemaking in addition to the preparation received in their parental homes. The three areas they indicated as needing help with at present were "managing the income," "managing a home," and "housing the family."

According to the study, recent curriculum revision and in-service education opportunities have attempted to provide help for students currently enrolled in home economics in many problems areas indicated by the study. The study notes, however, that "the decisions to be made by young women during their high school years might be less difficult if they become aware of possible consequences and some problems they may encounter, such as the relationship between being employed and having to provide housing, manage the housekeeping tasks, and provide care for a husband and perhaps a child or two by the age of 25."

The report notes that since parental homes apparently provided little experience in making financial and housing decisions and that these two areas were ranked as most difficult, they should receive more emphasis in the home economics curriculum with stress on practical experiences.

Homemaking Practices

Responses in the areas of food consumption, buying practices, child care, and clothing construction were particularly interesting. By asking the young women to check foods served "yesterday" — hopefully a typical day — it was found that most of the women served a limited variety of foods with high levels of vitamins A and C. Milk consumption was found to be below the daily recommended amounts for about one-half of the children and parents represented. It was found, however, that most of the women selected less expensive foods when shopping for such items as margarine, cereal, canned vegetables, and meat. The response also showed that most young women used a variety of cooking methods. Few of their problems in homemaking were related to feeding the family.

As far as money management practices went — one of their major problems — most of the young women said they used cash rather than credit for their purchases. The three items paid for by credit most often were automobiles, home furnishings and equipment, and major home improvements. Most of the women reported that they keep expense records and follow a regular plan for saving. Over half indicated that they maintained a financial reserve for emergencies, and approximately two-thirds indicated that the head of the family had invested in insurance plans.

According to the study, the decisions made by young women in their use of credit deserves close examination, especially since they listed money management as their most difficult problem. But the report states that "considering the rise in the number of credit cards and credit institutions in our economy, the data probably reflects less frequent use of credit than the opportunities which were available."

Decision making on the use of money was most often shared between husband and wife. Only 3.3 percent of the respondents reported that husbands alone made money decisions.

A majority of the young families seemed to share child rearing responsibilities also. Only 1.9 percent of the respondents said that the father alone is responsible for discipline. The two occasions most young parents had planned to be together with their children were for meals and play. About two-thirds of the parents planned times to have fun with their children while less than one-half of them had planned times to read, talk, or do household chores as a family.

When the young women felt a need for help with child rearing problems, 51 percent consulted family doctors and 36 percent sought advice from child development books. "This implies that the home economics curriculum might provide more experiences in selecting and evaluating some guides and resources which could help young parents reach decisions related to discipline and child development, since they frequently do not rely on their parents and neighbors for such help."

The most common playthings available in homes with preschoolers were active-play toys. Most homes, however, did have varied materials for social and creative play available. The most common toys were push and pull toys, tricycles, trains and trucks, swings, dolls, guns, and story books. Creative materials such as crayons, paint and paper, blunt scissors, etc. were available in a smaller percentage of homes.

Questions regarding the purchasing and construction of family clothing revealed that sixty-eight percent of the young women bought most of their family's clothes ready-made. The buying guides they found most useful were shopping for brand names or for articles similar to those that had previously given satisfaction.

Only one-fourth of the women consistently sewed for their families, although an additional 27 percent said they sewed "sometimes." Of those who did sew, the majority made dresses for themselves, and about a third made clothing for their children. Shirts, it would seem, are seldom sewn by young women. Seventy-five percent of the women, however, reported that they mend family garments. Fewer women reported constructing items for their home than for their families. Those who did sew for their homes most often made curtains or drapes.

In conclusion, the study notes that certain areas of home economics are of more vital concern to young women than foods and clothing. They consistently reflected a need for help in improving management skills as consumers and housekeepers. The study, of course, has implications far beyond home economics. The young women surveyed represented the total female school population during 1957-58, not just those students enrolled in home economics.

"The fact that almost all of them entered employment at some time and want to be prepared with salable skills implies that a variety of occupational education offerings are needed in each school," the report states.

"Occupational training for young women commensurate with their interests and abilities seems appropriate for a comprehensive high school, an industrial education center, a technical institute, and a community college if the needs of the young women are to be served."

Data collected in the study will be available for further analysis and use by persons interested in pursuing any questions raised or for initiating new projects. ■

Some people look at the beach and see nothing but sand and water. There's no telling what New Hanover County's oceanography students might see: plant or animal life, topographical features, weather conditions, a site for a dock, geological or chemical aspects . . . the possibilities are endless.

The County's new oceanography program deals with varied aspects of oceanography ranging from boat operation to biological research. Team teaching is used, and there's heavy emphasis on field experiences. The basic idea is something for everyone — the planning has been individualized from the start.

The course is a three-hour elective block scheduled during the afternoon to allow for long field trips. Students receive three credits for the course but may not substitute it for required science.

"The program was formulated with the intention of providing the students with an opportunity to do independent study during the second semester of the year," explained Jerry Beaver, director of secondary instruction. He and Jim Gearhart, vocational director, head the project.

"The first semester was planned to provide them with a broad coverage of the field of oceanography including the physical, biological, chemical, and geological aspects of the subject," Beaver said. "It was actually an attempt at an awareness of everything in the ocean and around it," said Gearhart. The field trip, of course, was and is the jumping off place. Equipment for the program includes four 19' fiberglass outboard boats and docking facilities on Wrightsville Beach.

"Environmental awareness is much in vogue these days. We feel, however, that only by moving from the classroom into the field can the student begin to understand how his environment functions and how best to relate to it," said Beaver.

To plan for such relationships, members of the teaching team were employed for a month and a half last summer to screen records and interview the 68 students who were to be enrolled. (More, of course, applied.) During that time the teachers planned individualized and group programs rather than "the course."

The team itself is diversified with Carl Ward, a full-time vocational teacher acting as coordinator. Other team members include a full-time New Hanover High teacher whose background includes chemistry, physics, and geology; and two half-time teachers at New Hanover whose backgrounds are in biology, chemistry, and physics.

The students, too, are diverse. The course was open to students planning to go to colleges and technical institutes, as well as to the terminal high school student. "We also accepted students who were simply 'interested' and had no real career leanings in the field," said Gearhart.

Through team planning and small groupings, students with backgrounds in advanced mathematics and science are engaging in in-depth studies and research projects which require background knowledge and greater application of scientific principles. A few, for example, are studying the absorption of radioactive material in the Cape Fear River by plants and animals. All of the research projects, according to Beaver, are problem-solving.

Students with technical plans and a background with no more than basic math and science are doing less sophisticated research with heavy emphasis on practical application. These students are involved in problems relating to the practical application of seamanship, navigation, instrumentation, boat and engine maintenance. Ward, the vocational teacher, works closely with these students on their individual projects and also during field trips when these students actually operate the boats while others gather specimens or do research.

Field trips and boat practice aren't confined to school days. Ward makes himself available on weekends, and he estimates that he's taken about three or four trips each weekend. "Of course, the students don't hesitate to call the other teachers during the weekend either," he said.

The Wilmington area, according to Ward, is geographically perfect for a field oriented oceanography course. The Gulf Stream brings tropic waters and life into the area, while arctic waters pour in from the North. "We actually had haddock during one cold spell," he said.

Weather conditions, of course, are a constant concern. Teachers must revamp their plans when the weather's bad and a field trip must be called off. "But the students," said Ward, "would go out any time. You have to call them on weekends if the weather's bad, or they'll show up at the dock even when the boats are covered with ice."

Local interest has been high from the beginning, according to Beaver. "Students have asked their guidance counselors for such a course for years," he said. In addition, officials in local technical institutes and colleges expressed a desire for such a course to complement and assist them in providing a developmental curriculum in oceanography.

Local industry is also behind the effort. Research staffs and facilities have been offered by several, including the U.S. Saline Water Research Station, International Nickel Company, the Marine Laboratory, Du Pont, Her-

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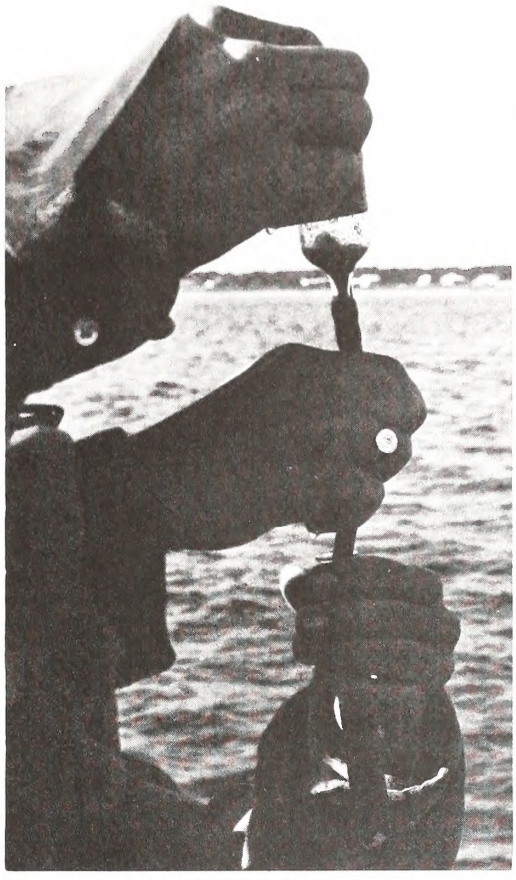
are dropped in the water to water visibility.



Microscopic sea-life is collected in the plankton net; then it is dumped into test tubes for further study.

Samples are taken to determine bottom composition.

ORE THAN SAND & WATER

cules, General Electric, and others. Many of the students are doing their individual projects at one of these facilities under the direction of their staff.

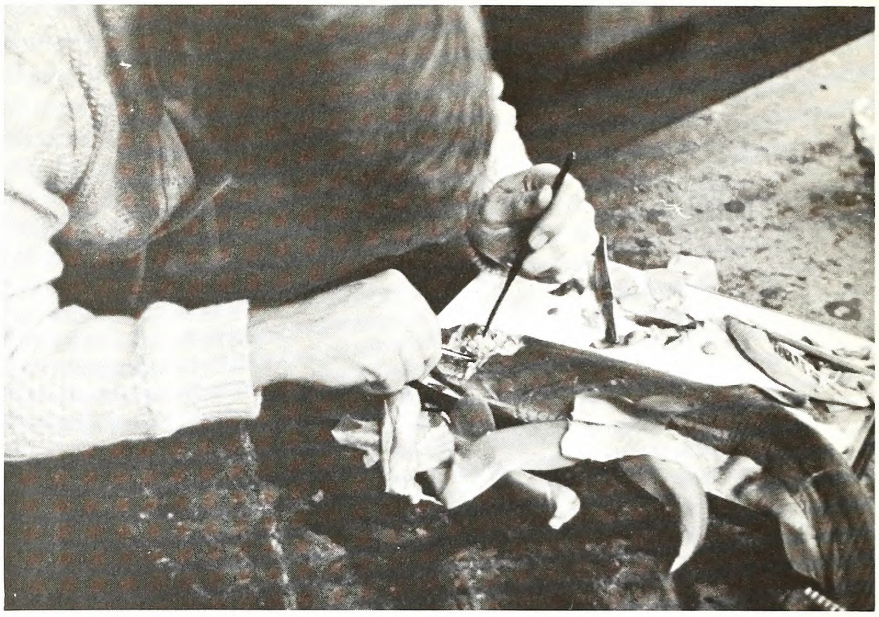
Gearhart noted that there has also been an immediate vocational need for such a course. But perhaps the most important aspect of the school system's rationale was the desire to provide better science instruction. "Current educational thought indicates that science can be best taught by an interdisciplinary approach — relating the various science disciplines. "And it's been proven that students learn best when they are actively involved in the process," said Beaver. And involved they are.

The idea for the second semester was to give the students a chance to put some of the theory and observation of first semester to practical use. Practical "spin-offs" have already occurred. Students have collected specimens for other science classes to study. Another bonus will occur this spring when some of the students discuss their individual projects with younger pupils. Slides and materials on some projects will also be available to others.

Tuesday and Thursday have been set aside for students to work on individual projects. While most are working in the field, others are in laboratories or libraries carrying out additional research. The students divide themselves into four groups based on the location of their work sites: the sound, marsh, beach, and the dock (where a group works on boats, nets, and at other vocationally oriented activities). A few others, as previously mentioned, are conducting their experiments at local industries.

Students under Ward's supervision are working on various vocational projects, such as highly sophisticated boat repair, boat building, net repair, training as boat operators, and learning various fishing techniques. "All of the students, however, receive an overall background in boatmanship," said Ward. One boy, it was discovered, had never been in the water; he was taught to swim. All the students were taught water safety to begin with. Regular classwork continues along with the individual projects.

Four of the students have been motivated to take scuba diving lessons on their own time, and they plan on doing some research underwater. "Again, on their own time," Gearhart is quick to point out. Some student projects, of course, have been vetoed — scuba diving on school time, for example. Another project that had to be modified was a study of sharks. Students wanted to study them in the sea. Instead, some young sharks and dog fish will be captured and studied in a tank.



Classroom work includes dissection of the dog-fish and other sea animals found in the area.

The oceanography laboratories are filled with student finds, including shells, corings, plants, and living creatures. One boy, hard at work at his microscope, was searching a tiny bottle of plankton he'd brought in the week before. "I'm looking each day to see what dies off when," he announced proudly. "Only I guess it will never die off completely," he said. Other students might have hoped otherwise as the odor of his tiny bottle permeated the room. "Yes, we do get a lot of smells with this course," a teacher laughed.

In one project the students are making plaster impressions of fish and doing fish printing. Others are making a food chain study — to see what eats what. And one student is studying the fiddler crab. He can be found digging on the coldest day. "They hibernate in the winter," he said. But he dug some up to make sure.

Other projects include classification charts on marine life, mapping the topography, and microscopic analysis of corings they made themselves. First, however, the students had to make the equipment to get their corings. Efforts failed to devise a light plastic covering to go around their coring and inside the heavy pipe dropped to get it. But they're still working on it.

"They take the course very seriously," said one teacher. "Some of them think they're Jacques Cousteau," he said. And the teacher himself sounded pretty involved when he told of spending all weekend looking for specimens.

Intense involvement has led to interaction of the individual projects with students helping one another when possible. Those who found shrimp eggs in their corings, for example, passed them on to others studying animal life. Brine shrimp eggs, they discovered, don't seem to need water and will last indefinitely. "Some found in the pyramids have been hatched," he said.

Each classroom is equipped with a case of books covering all aspects of oceanography and in various levels. The most popular, it seems, is a text on dangerous sea animals, but other books look just as worn. Students also gain from class discussion of their projects. One boy, quite articulate, found himself at the mercy of his classmates when reporting on shells he'd collected and classified correctly — he hoped. In the ensuing discussion — better termed battle — his peers were quite willing and able to test his every thesis. They sent him scurrying through his shell book to prove that his rather strange-looking shell was really an Atlantic jingle. "Ah!" he said, finding his proof. "Whatdy'a know," he said, "there are even Pacific jingles. But I guess we don't have 'em here."

"This is a growing, emerging program," said Beaver of the freedom and diversity in the classroom and in the field trips. And the team members feel it should stay that way. "I hope we never get to the point where we say 'Follow page so and so on such and such a date'," a teacher said.

NEWS BRIEFS

PTA DISTRICT CONFERENCES

District conferences will be held during April by the North Carolina Congress of Parents and Teachers. Staff members from the Department of Public Instruction will take part in the programs:

District	Place	Date
9	Raleigh	April 3
13	Wilmington	April 7
15	Havelock	April 8
12	Goldsboro	April 9
10	Southern Pines	April 14
8	Albemarle	April 15
7	Concord	April 16
4	Statesville	April 17
3	Marion	April 21
5	Sparta	April 22
6	Greensboro	April 23
1	Murphy	April 28
2	Black Mountain	April 30

PROJECTION 70

Citizens in Burke County are learning about their school system's programs and aims through a series of radio broadcasts entitled "Projection 70." The series is being broadcast over the Burke County Broadcasting Company (WSVM Valdese).

One object of the programming is to explain to the public the school system's merger. The units of Burke County, Glen Alpine City and Morganton City merged last fall.

The broadcasts feature interviews of board members, prominent laymen and professionals, and other interested individuals. The tapes are being made available to other radio stations for their public affairs and educational programming, according to William R. Rollins, vice-president of The Surburban Radio Group of which WSVM is a member.

YOUNGBLOOD HEADS MIGRANT PROGRAM

Robert E. Youngblood, former supervisor of instruction for Washington City Schools, has been appointed as coordinator of the Migrant Program for the State Department of Public Instruction.

A native of Albemarle, Youngblood received his A.B. degree from Catawba College and his master's degree from East Carolina University. He has done additional graduate work at Duke University. Prior to joining the State Education agency, he served as an elementary teacher and as a principal in Durham.

The Migrant Program provides educational and supporting services for children of migrant agricultural workers.

1968-69 LIBRARY STATISTICS

Students are reading. According to the 1968-69 public school library statistics, compiled by the State Department of Public Instruction, almost 49 million books were circulated during the 1968-69 school year, or almost 40 books per public school student.

There were 2,359 school libraries operating during that year with 1,220,636 students using them. The figures, according to Mrs. Judith Garitano, library consultant for the State education agency, were taken from reports submitted by elementary, junior high, and senior high libraries.

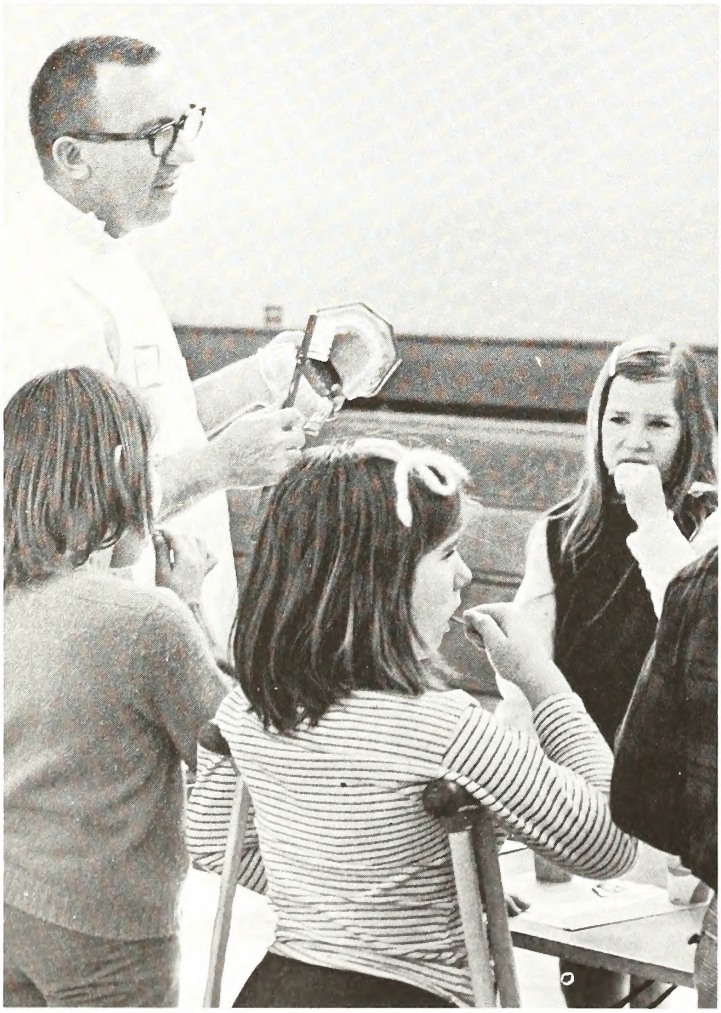
CIRCULATION	
Books	48,449,018
Per pupil	39.69
Filmstrips	3,078,288
Per school library	1,304.91
Recordings, disc and tape	2,611,991
Per school library	1,107.24
EXPENDITURES	
Total expenditures	7,111,392
Per pupil	5.83
Books	3,464,966
Per pupil	2.84
Magazines, pamphlets and newspapers	617,625
Per pupil	0.50
Library supplies and binding	281,323
Per pupil	0.24
Audiovisual materials	1,740,022
Per pupil	1.43
MATERIALS – SCHOOL OWNED	
Number library books	12,951,664
Added	1,152,497
Volumes per pupil	10.62
Number magazine subscriptions	68,245
For pupils per school library	7.15
Number filmstrips	1,362,569
Per school library	577.60
Number recordings, disc and tape	763,712
Per school library	323.74
PERSONNEL	
Number librarians engaged in library work full time or major portion of time	1,735
Number city and county library supervisors or coordinators	84

NATIONAL LIBRARY WEEK, APRIL 12-18

National Library Week is being observed April 12-18 throughout the nation, and one of the themes for the observance is "Reading is for Everybody." In choosing this theme, the National Library Week Steering Committee has endorsed Commissioner of Education James E. Allen's goal of universal literacy as a target for the seventies in the United States. According to Commissioner Allen, more than a quarter of the population is illiterate or nearly illiterate, and about half of the unemployed youth, ages 16-21 are functionally illiterate.

"...We should immediately set for ourselves the goal of assuring that by the end of the 1970's the right to read shall be a reality for all – that no one shall be leaving our schools without the skills and the desire necessary to read to the full limits of his capability..." said Commissioner Allen. In support of the observance in North Carolina, a committee representing all sections of the State was appointed and is headed by Mrs. Robert W. Scott. City and County Library supervisors and librarians have been urged to take advantage of National Library Week to publicize their library programs by Dr. James W. Carruth, Director of the Division of Educational Media of the State Department of Public Instruction.

BRUSH-IN AT ODELL SCHOOL



The Concord Tribune, Al Forsyth, Photographer

Small elbows by the dozens jabbed the air as rows and rows of toothbrushes scrubbed, and dozens of small mouths puckered, smiled, or gaped. It was a massive "brush-in," the first of its kind in North Carolina, held in early February at Odell School in Cabarrus County. During the brush-in about 900 children applied topical fluoride to their teeth and learned how to brush properly at the same time. Parents, of course, were notified ahead of time about the brush-in and its purposes.

Paper towels containing small amounts of lavender "gooey stuff," two paper cups (an empty one for spitting and one containing water), and toothbrushes lined the tables that filled the school gymnasium. At 30-minute intervals, groups of elementary students filed through the doors and took their places at the tables.

The children looked apprehensively at the materials before them as they listened to the dentist at the head of the table explain, "Brush the upper left side 10 times, spit; now the upper right side, spit; the upper under side, spit; now the bottom, outsides, insides, just like the top."

The children, grinning and chattering like a convention of monkeys, dipped into the "gooey stuff" and proceeded to produce a flurry of molar scrubbing. "Remember, children, brush 10 times on every tooth," the dentist admonished. Dental assistants were nearby to help each with technique.

The main objective of the two-day brush-in, according to Miss Becky Bowden of the Dental Health Division of the N.C. State Board of Health, was to reach children in rural schools who have no access to fluoridated city water. "A fluoride brushing will almost instantly harden tooth enamel and last for many weeks or months," she said.

"And if you can save one child from just one lost tooth or one toothache, or teach just one child to brush, then it's all worthwhile," she said. Some of the children, however, weren't so sure.

"Tastes like cherry bubble gum with sand in it," said one tyke, screwing up her face around the toothbrush. "Rotten cherry bubble gum," corrected a small friend at her elbow. "Naw," said another, "it tastes like mud."

Despite the differences of opinion concerning the toothpaste, all the children loved spitting. "It must be some sort of psychological release," grinned Miss Bowden. Dentists who warned "Don't swallow, use the cup," were taken at their word.

Dr. Edwin Lipe, a dentist with the Cabarrus County Schools and a staff member of the Dental Division of the State Board of Health, manned the brush-in along with members of the Cabarrus County Dental Society, the Dental Assistants Association, and students from health occupations classes in nearby schools.

The fluoride application, said Dr. Lipe, can reduce cavities by 20 percent. Dr. Richard Murphy, regional consultant for the Dental Health Division, said that while application of topical fluoride is not a substitute for a fluoridated water system, it does provide protection against tooth decay.

"North Carolina is still predominantly rural and therefore we cannot fluoridate every water supply. If we could, we could reduce tooth decay by 65 percent," he said. By the age of 2, about 50 percent of all children have decayed teeth. By the age of 15, the average child has about 11 teeth that are decayed, missing, or filled. In areas where the optimum amount of fluoride is present in community water supplies, the incidence of dental cavities has decreased by over 60 percent, according to a survey of eighth grade boys at the N.C. Advancement School. The boys who grew up in fluoride areas had a 63 percent lower incidence of decay than those who grew up in non-fluoride areas.

Dr. Murphy felt, however, that the educational benefit of the brush-in was just as important as the fluoride, and the dentists emphasized that the self-application of fluoride does not take the place of regular dental care. "It is only effective as a preventative when used in conjunction with other preventive measures such as proper diets, regular brushing, use of other fluoride methods, and regular care by a dentist," said one dentist.

"And if just one child has learned to brush his teeth, the effort is a success," said another. One child admitted that he had never had any toothpaste; he'd just seen it advertised on television. Now he wanted some and he even had a toothbrush to take home to use it with. The children, of course, were allowed to keep their toothbrushes. The project was funded by the Concord Woman's Club, which appropriated $175 — or approximately 17.2 cents per child — for the brush-in. The Cabarrus County Dental Society sponsored the project.

Strange as it may seem, some of the children had never seen a toothbrush before the brush-in, and a few did not know how to hold one. And despite the comments on the taste of the "gooey stuff," some of the children admitted that their mouths felt very clean and their teeth felt better after the brushing. Some even said the gooey stuff wasn't "all that bad."

Dr. Lipe has been a dentist with the Dental Health Division since 1962. He is one of 24 staff dentists with the Division who are stationed across the State. Their duties include educational and clinical work with school children.

Accompanied by a dental assistant, they visit classrooms in grades K-6 and lecture on dental care. The lectures are followed by a screening program in which the dentists inspect each child's teeth. The children receive a special kit containing toothpaste and tablets that color teeth and are used to demonstrate proper brushing methods. The children must brush vigorously and correctly to remove the stain.

Other school-oriented activities of the Dental Health Division include teacher seminars on dental health and distribution of various pamphlets and materials for both teachers and students on the subject.

School and dental health officials felt that the Odell brush-in was an unqualified success and hope it will be repeated in other parts of the State. Further information on brush-ins, seminars, or materials may be obtained from Miss Becky Bowden, Dental Health Division, N.C. State Board of Health, P.O. Box 2091, Raleigh, N.C. 27602.

SHAKESPEARE

The crowded gym grew dark, and on the stage pastoral scenes were projected onto gilt-edged Victorian screens. The play began: *Love's Labour's Lost* from scene to scene with connecting narration by an all-purpose character who changed hats, vests, and voices regularly.

The players wore turn-of-the-century costumes that bounced with ruffles and feathers. The male outfits were strangely up-to-date. The actors were young – only a few years older than the audience, and characters they portrayed were young.

The students were attentive. Their fascination kept them leaning forward to catch each word and gesture. And yet they laughed at the appropriate moments. The only guffaw came from a hefty young boy during a love scene near the end.

During the loud applause the bell sounded on schedule. Students, books, and Shakespeare disappeared for the moment. Later the play would be savored and discussed.

Each winter for the past eight years professional Shakespearean performances have been presented in sixty North Carolina high schools by Theatre-in-Education, a New York dramatic company. Almost 50,000 students saw the performances this year. They were well prepared by teachers using materials supplied by the State Department of Public Instruction. Evaluations followed each performance, and in some schools, a short critique was held with the director and the students.

The company this year presented various scenes from *Love's Labour's Lost* with a narrative text written by Marchette Chute, author of *Stories from Shakespeare*. Meant as an introduction to Shakespeare, the scenes and accompanying text pinpointed significant moments in the play. Some characters and scenes were eliminated, but none of the scenes were rewritten.

Produced by Lyn Ely and directed by Mario Siletti, the play was staged in an art nouveau style circa 1908. The presentations were extremely well received. For many students, the production was their first encounter with "live theater." Staging, lighting, and acting were watched intensely.

"Shakespeare always seems so dead when you read it," said one student. "Now the theater seems real to me," said another.

"They acted as if it were real," said yet another. "Now I want to attend as many theater productions as I possibly can," one student promised. "I didn't know Shakespeare could be amusing," was another comment.

"The multi-purpose sets were extremely impressive. Their simplicity emphasized the uncomplicated staging possible for Shakespeare's plays," a teacher noted. The set consisted of curtains, projected slides, and a bench.

"The performance confirmed my opinion that Shakespeare and his works can be appreciated as more than just relics," said another teacher. "It helped make Shakespeare the vivid experience that it should be," said yet another.

The performances are funded by the General Assembly and sponsored by the State Board of Education. Schools are selected by Raymond K. Rhodes, director of School Athletics and Activities, for performance sites on the basis of interest, population density, location, facilities, and travel time between schools.

STATE BOARD ACTIONS

At the March meeting of the State Board of Education, Chairman Dallas Herring made the following policy statement on behalf of the Board:

Frustration, confusion, and misunderstanding, derived from today's great social, political and economic change surrounding all levels of public education are contributing to the development of the major crisis in support for our schools in North Carolina.

Educators, local school board members, county commissioners, parents, students, businessmen, citizens — all people who are bound together in a productive partnership to assure adequate education for our children find themselves wondering about the direction of public education in North Carolina.

In a sincere effort to clarify what we believe is the direction of public education in North Carolina, we, the members of the State Board of Education, reaffirm our belief that North Carolina's most important business is its system of public elementary, secondary, and community college education and that growth and progress of public education in North Carolina must be based in the Seventies on reason, restraint, and responsibility.

Educational partners in this State know full well that reasonable, honest, and workable solutions to the problems of desegregation and education can be found. Mutual trust must replace current distrust. Frustration and crisis must be translated into organized goals and objectives. Honest effort must be exerted to understand all sides of controversy. Reasonable men, and North Carolina is blessed with more than its share, will find reasonable solutions.

Although criticism may come from every side, restraint calls for all eyes to be open to the realization that there is much good in our educational system and that there is great potential for vast improvement in the Seventies. We must realize that these schools are ours — that thousands of men and women are dedicated to doing their best, but that the best can be much better. Most of all, we must recognize that stability and maturity are the foundations of restraint.

The Board is aware of its terrific responsibility. It is aware of its responsibility to give positive leadership in the constant search for adequate resources for the dramatic improvement of educational opportunity in North Carolina. It knows full well that the acquiring of these resources will require involvement of thousands of our responsible citizens.

We, the members of the State Board of Education, rededicate ourselves today to our task and ask our many partners in this great enterprise to join us with reason, restraint, and responsibility in planning well for the Seventies. We must utilize these 3 R's in day-to-day leadership if we are to reach higher levels of educational achievement for all our people in North Carolina.

Yes! North Carolina is still very much in the public education business! We ask all North Carolinians to help us stay in business and improve our product.

attorney general rules

Excerpts of rulings from the State Attorney General's office are presented here as an information service. Complete copies of the rulings may be obtained by writing Division of Public Information and Publications, State Department of Public Instruction, Education Building, Raleigh 27602.

Public Schools; Teacher Aides; Authority of Principal and Teacher to Assign Supervisory Responsibility to Teacher Aides and Liability for Actions of Such Teacher Aides, January 20, 1970 . . .

". . . (1) Principals and teachers have authority to assign supervisory responsibilities to teacher aides.

"Both principals (G.S. 115-150) and teachers (G.S. 115-136) are charged with the duty of maintaining good order and discipline in their schools. Although there is no express statutory authority for the assignment of teacher aides, this general grant of authority would be sufficient to provide for the assignment of supervisory duties to teacher aides.

"The statute dealing with duties of teachers (G.S. 115-146) provides in part that teachers shall ' . . . teach as thoroughly as they are able all branches which they are required to teach . . . . ' This wording is broad enough to provide for the reasonable use of teacher aides just as it is broad enough to allow the use of mechanical teaching devices.

"(2) A teacher aide is liable for injury to a pupil when his or her negligence causes injury to the pupil.

"Generally speaking, a teacher in the public schools is liable for injury to pupils in his charge caused by his negligent act or omission. DRUM v MILLER, 135 N.C. 204. The same rule would apply to teacher aides, and neither the teacher nor the teacher aides enjoy governmental immunity for their negligent acts. HANSLEY v TILTON, 234 N.C. 3.

"Neither a teacher nor teacher aide would be liable in cases where he was not negligent, or where his negligence did not cause the injury in question. The two factors of negligence and proximate cause are required for liability. DRUM v MILLER, *supra;* HANSLEY v TILTON, *supra.*

"It is probable that the teacher could be held liable for the negligence of the aide, as the teacher has the primary responsibility for the welfare of pupils under his supervision. Before the teacher could be held liable for such negligence on the part of the aide, however, it would be necessary to show that the teacher was negligent in entrusting the pupils to the supervision of the aide."

NORTH CAROLINA PUBLIC SCHOOLS

VOLUME 34 / NUMBER 9 / MAY 1970

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NORTH CAROLINA PUBLIC SCHOOLS

Volume 34 / Number 9 / May 1970

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Official publication issued monthly, except June, July, and August, by the State Department of Public Instruction. Second class postage paid at Raleigh, N.C. 27611. Unless otherwise noted, no credit or permission is required for reprinting, with the exception of articles from other publications reprinted herein. Mailing address: North Carolina Public Schools, Division of Public Information and Publications, State Department of Public Instruction, Education Building, Raleigh, N.C. 27602.

EDPRESS

Cover

A big K for kindergartens. Last December eight Kindergarten-Early Childhood Demonstration Centers opened — one in each of the State's eight educational districts. This fall nine more will open across the State. A report of the work of these demonstration centers begins on page 9.

From the State Superintendent

Odds and Ends from the Top of the Desk:

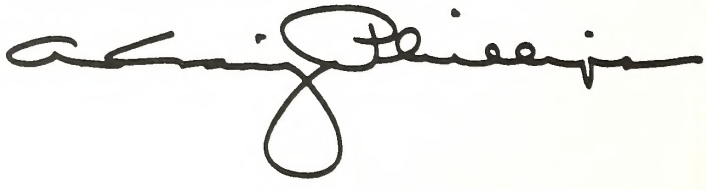
SUPERINTENDENTS' CONFERENCE this year will be held at the far eastern end of the State at Wilmington. In order to give more time for smaller group sessions and a wider number of topics, the assistant superintendents are asked to meet with State Department of Public Instruction staff members late Sunday, July 19, to adjourn at noon on Tuesday, July 21. Then at 6 p.m. on Tuesday the superintendents will begin their sessions to be concluded at noon on Friday, July 24.

THE DEANS AND DEPARTMENT Chairmen of the schools or departments of education at the state-supported universities met with key staff members at Quail Roost in April for a ten-hour discussion of many topics concerning changes and trends in public education and how these two areas can work together. This is thought to be the first meeting between State Department staff and the representatives of higher education and, from comment of those attending, this will be just the first of many such meetings. Representatives of the private teacher-training institutes will be held later. Topics discussed included changes in curriculum and methods for early childhood, occupational education, and the inclusion of economics and environment studies in all grades from K-12.

These sessions are designed to exchange ideas, methods, new ideas and new approaches in the training of public school teachers and how both areas can improve the quality in public education in North Carolina.

NO, THE STATE DEPARTMENT is not suggesting that "team teaching" and the "ungraded concept" be discontinued. Unfortunately, a headline on a news story a few weeks ago gave the wrong impression. It is the feeling that after six years the concepts learned in Comprehensive School Improvement Project (CSIP) should not only be continued but be implemented in as many schools as possible. So far more than 181 schools are now successfully practicing these methods with varying degrees of success. Through this six-year program of study and experimentation it is highly recommended by the Department that these successful programs be adopted on a wide scale.

BUDGET SESSIONS by staff members are now going on in full swing in preparation for requests to the 1971 General Assembly on recommended programs for the 1970-72 biennium. The requests from the State Board of Education will be based on many ideas that have been expressed by many groups of people over the last 15 months. Conferences with superintendents, principals, teachers, local board members, PTA members, and other groups have resulted in many ideas and suggested methods to change outmoded procedures. All of these reflect what many, many people feel should be best for the youngsters in order to better prepare them. And through it all a prime concern is to balance all of these ideas with getting the most we can out of for all our children with our tax dollar.



STUDENTS ORGANIZE MINI-COURSES

Subjects like sex education, self-defense, extrasensory perception, black studies, drugs, and law enforcement aren't usually a regular part of most high school curriculums. Students, however, evidence much interest in such subjects. And when students get interested — and organized — almost anything can happen.

At Albemarle Senior High, a small school with limited course offerings, is one example. Seniors tossed their regular curriculum out the window for one week last January. Instead of their usual studies, the students took part in "Senior Mini-Course Week," during which they could take their choice of 36 subjects including those listed above.

Nothing, of course, was just "tossed." The experiment was the direct product of the students' enthusiasm and required months of planning before "Mini-Course Week" became a reality. The idea behind the brief, capsuled courses was to involve students in the learning process through choosing subjects and then planning courses. From the beginning of the project to its end — picking courses, working out schedules, finding teachers and materials — the project was planned, organized, and carried out by students.

The idea to experiment, according to Mrs. Nancy Gamewell, a senior English teacher, came from an article in *Today's Education* entitled "Maximum Results from Mini-Courses." Warren Hawkins, principal of Albemarle High School, read the article, which describes an experiment at a Hamilton, Mass., high school in 1968, found it impressive, and distributed copies to various faculty members.

Mrs. Gamewell showed hers to Ronnie Garber, feature editor for the school newspaper, *Full Moon.* He, too, was impressed and wrote an article last October on "Bored Students Dying with Lectures" that described the experiment. Seniors then became interested and "Mini-Course Week" was in the works.

The task of organizing the experiment was delegated to Mrs. Gamewell's senior English class. But that was just the beginning. The students in her class — along with representatives from all other senior English classes — had to decide if they wanted to go through with the project and if, indeed, it could be worked out.

They compiled long lists of courses they would like to take, voted on them, and finally reduced 140 subjects to 36. Each subject was then assigned to a chairman who was responsible for preparing a list of objectives, suggested content, and materials to be used. The chairmen were also responsible for finding qualified teachers. Overseeing the project was a student steering committee with Ernie Whitley, Ronny Garber, Ellen Garrison, and Mary Ellen Hill. Organization and implementation of the project extended from December 1 through January 23.

"A tremendous amount of student involvement went into the project," said Mrs. Gamewell. Others said the experiment brought forth a unanimity of purpose and planning seldom found in any classroom. "It was something we started, and we had to really work at it to make it a success," said one senior.

The chairmen and various committees — with very little faculty help — worked out the plan, detail by detail, before it was presented to the Albemarle Board of Education for approval. They submitted a four-page outline which included, of course, their objectives. Providing a relevant curriculum and course content was listed first. Other objectives included providing a chance for an active student role in education, emphasizing seminar rather than lecture methods, and providing a view of many different career possibilities. Other aims were better relations with the community by participation of outside teachers and giving seniors a broader spectrum of knowledge.

The seniors' plea to the board ended with a Mini-Creed: "Most worthy trait — positivism. Proof of sincerity — the immeasurable work done thus far by the senior planners. Major goal — enlightenment." And although the experiment was a first in Albemarle, the Board gave the students their wholehearted approval.

To find teachers for their mini-courses, the students searched Charlotte, Salisbury, nearby colleges, and their own community, looking for experts in each field. They finally secured some 90 teachers — almost three per course — including parents, civic leaders, professionals, their own teachers, other students, and specialists in the community. Police officers, for example, talked about law enforcement, and a genuine "black belt" instructor was found to teach self-defense. The students also found a few anonymous speakers: one from Alcoholics Anonymous and one from a nearby prison camp. Faculty members were lined up to supervise student-taught classes, and parents served as hosts.

The most popular course taught was sex education. In fact, the demand for it was so great that a special night section was scheduled. A panel of doctors from the Stanly County Medical Association and various ministers conducted the sessions. All students taking sex education were required to secure parental approval.

Before Mini-Course Week began, the student chairman for each course had compiled his list of objectives, content, and materials. This information plus student assistance helped each teacher direct each course toward what students considered relevant.

Each senior was scheduled to attend five classes each day of the mini-course week. Registration for the classes ranged from a low of eight to a high of 46 — one section of sex education. Unfortunately, when mini-course week arrived — January 19-23 — the last day of classes had to be cancelled due to bad weather. "But even four days of relevancy was great!" said one senior.

Subjects taught, in the order of the most votes received, were sex education, physical education, auto mechanics, dance, self-defense, computer programming, campus radicalism, American problems, and music. Also taught were fashion design, modeling, cosmotology, yoga, extrasensory perception, a memory course, photography, dramatics, speed reading, black studies, interior design, magic, business management, creative thinking, archery, psychology, and the supernatural. Electronics, social and moral problems, handwriting analysis, intellectual games, arts, drugs, law enforcement, sewing, knitting, crocheting, and a study of hypnotism were also offered.

"It was their thing," says Mrs. Gamewell, who feels that the most important aspect of the experiment was the students' role. "The emphasis — which apparently was the real motivation for the students — was involvement," she said.

"It is amazing what students can do if given the opportunity. The whole thing was a perfect example of student involvement, of relevance, of what education can be," she said. ■

THE FIFTY-FOUR MILLION DOLLAR QUESTION

William M. Hennis,
Evaluation Consultant
ESEA Title I, SDPI

If a serious problem continues long enough, it usually gets attention. This has been the case with an educational problem which has proved to be a billion dollar question for the nation and a 54 million dollar question for North Carolina. The problem: providing special educational programs designed to meet the needs of educationally deprived students. The question: how best to meet these needs.

In 1965, after years of trying to enact legislation providing *general* aid to education, Congress enacted the Elementary and Secondary Act. In doing so, Congress declared it to be "the policy of the United States to provide financial assistance to local educational agencies serving areas with concentrations of children from low-income families to expand and improve their educational programs by various means which contribute particularly to meeting the special educational needs of educationally deprived children."

Since enactment of the legislation in 1965, Title I of the Elementary and Secondary Education Act has provided North Carolina with more than 220 million dollars for this purpose. It should be noted, however, that funds provided by Title I are *categorical* in nature. They must be used to improve the education being provided one category of children . . . . educationally deprived children who attend eligible schools.

A school is eligible if its school population includes at least as high a percentage of children from low-income families as is the average percentage for the entire administrative unit. In North Carolina there are 1,300 eligible schools, and 268,329 educationally deprived students now participating in the various special programs funded under Title I.

Each program has as its primary component an educational activity designed to overcome deficiencies in basic learning skills. Most projects also provide needed health, medical, dental, social, and other services because the absence of these services may prevent academic success. Before the end of the 1969-70 school year Title I will have made available to North Carolina school systems more than 54 million federal dollars to finance such educational programs and services. (In 1968-69 $47 million was spent.)

A Concept of Planning

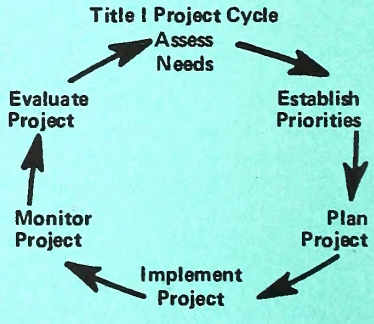
Identifying schools and students eligible for Title I programs is difficult in some instances. This is simple, however, when compared with the remaining steps required. It is not enough to know that eligible students cannot read well, or that they do poorly in school. Much more specific information is needed by project planners if they are to develop a proposal which will alleviate the most pressing educational needs of eligible pupils.

The first step in the planning procedure, therefore, is to assess student needs. A thorough study of needs of eligible students must be made. Academic, health, social, emotional and other needs must be considered. It is likely that a wide variety of needs will be found — more than can be attacked with the funds available. Thus the second step in the planning concept must be taken.

Where needs are great, and funds for removing needs are limited, priorities must be set. Judgments must be made as to which needs are most pressing . . . most vital to the solution of academic problems. Once priorities have been set, programs must be planned which offer promise of meeting the most pressing needs. Perhaps several alternative proposals must be considered before the project design is set, and an evaluation design is drawn.

The next step is to put the project into action. Every effort must be made to carry out the activities as planned. Of course, should evaluation indicate that a revision is required, changes can be made at any time. However, project administrators, supervisors, and teachers, must guard against the temptation to revise a procedure on the basis of a "hunch." Once underway the procedure should be given a fair trial. Efforts must also be made to monitor the project to see whether activities are being carried out as planned.

A very important concept to be considered is evaluation. During the planning stage an evaluation design must be formulated. Evaluation continues during the implementation and monitoring stage. At the close of the project period, evaluative information must be gathered, summarized, interpreted, and used. Evaluation information may be used in two ways — to determine if progress was made toward meeting the students' most pressing needs, and to provide additional information for use in planning the next year's project. Thus the Title I planning-implementing-monitoring-evaluating concept actually involves a continuous cycle.



A Workable Concept

The Title I Project Cycle works well when carried out as described. When vital steps are omitted, however, the outcome is usually unfavorable and always unpredictable.

In one rural school system, for example, despite persistent statements in annual evaluation reports that little progress toward stated objectives was being made, no major revisions have been attempted. The evaluation reports have stated for at least four years that project activities were too general in nature and were focused upon too large a segment of the student population. Each report recommended that consideration be given to employing special reading teachers rather than to continue the practice of employing more regular teachers and aides and purchasing more materials. Evaluation results from previous years have not been considered, and new educational activities have not been suggested. This has resulted in a poor project being continued, even though its general approach has not been successful in reaching the primary objectives stated

each year in the project proposal – to improve the reading and language skills of eligible children.

A much better outcome was reported by a city school unit where eligible students with reading difficulties were referred by the classroom teacher to special reading teachers. After the students were tested and their problems were diagnosed, a specially planned program was set up for each student. Instruction provided by the reading teacher was in addition to that provided by the regular classroom teacher. Each student attended special classes two or three times a week.

The special attention given these students and the concentrated efforts made to assist them changed their attitudes toward reading and school. Reading test scores showed that on the average the 1,300 eligible students enrolled in grades 2-6 improved more than one full year.

Each year the school district uses the previous year's evaluation when it reviews its Title I activities, determines whether objectives are being met, and makes needed revisions. Such a review of the 1968-69 Title I project resulted in the recommendation that the project be continued in 1969-70, but with greater effort to provide special educational assistance as early as possible in the school career of students.

The Title I objective of providing special educational programs designed to meet the needs of educationally deprived students living in areas with concentrations of low-income families can best be achieved through the application of systematic planning, evaluation, and replanning. In the absence of such a cycle there is no guarantee that the efforts actually reach the target children, that the planned activities actually are carried out, or that project activities make a worthwhile contribution to the overall objectives of the Title I project. Rather than being incidental processes, planning and evaluation are an indispensible part of the Title I cycle.

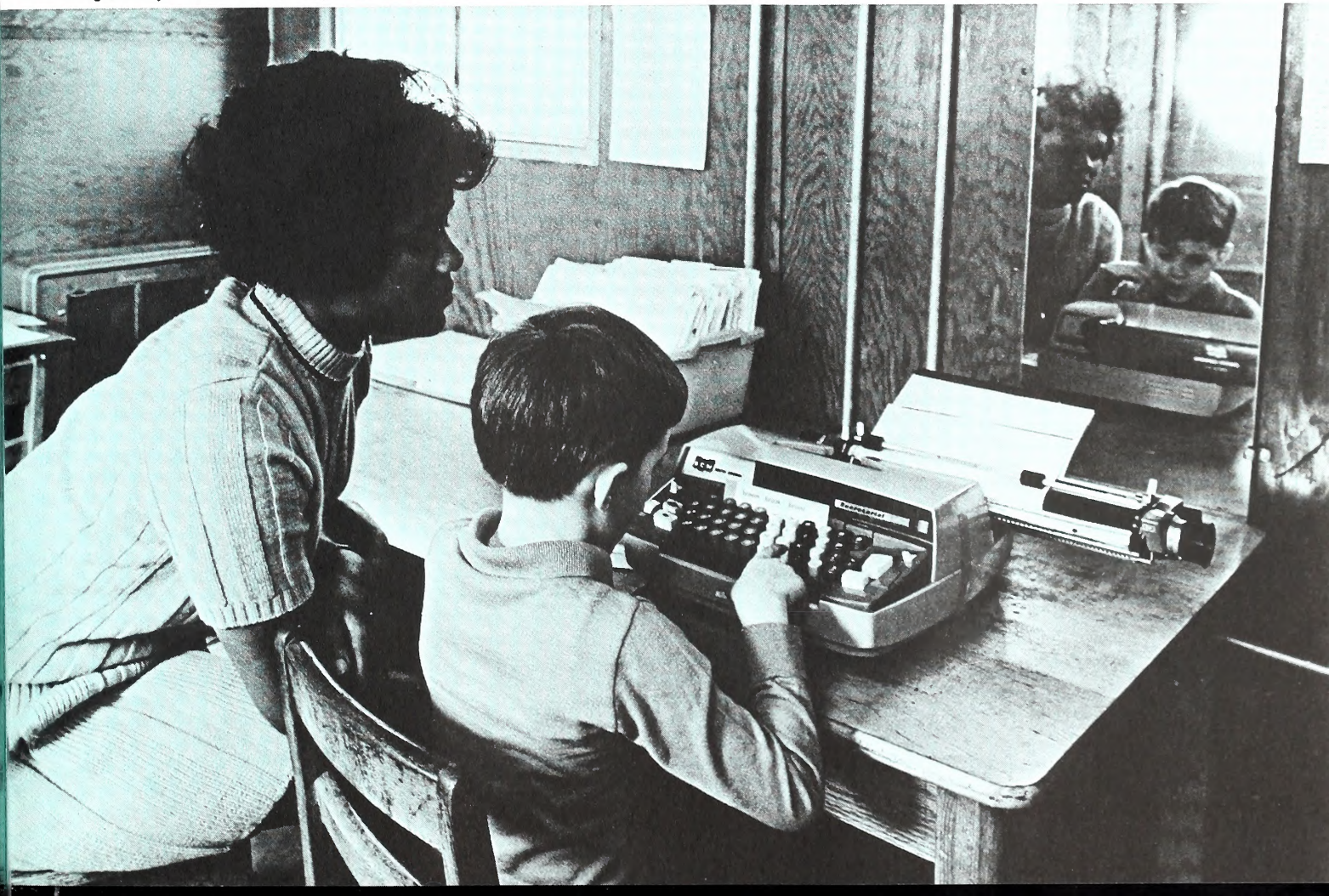
Prior to the advent of Title I, many local education agencies had few activities directed toward planning for the future of their school programs. This was a neglected area. Therefore, the requirement in Title I for comprehensive planning has caused many local education agencies to begin making plans . . . . not only for Title I activities, but also for their overall educational programs.

Using the same review procedures, it is possible to describe some common characteristics of the Title I projects in North Carolina which seem to have been most successful. These projects first of all were carefully planned to achieve a limited number of activities. Generally the more effective projects concentrated upon the elementary school level rather than upon the secondary level.

The more effective educational activities were those which emphasized developmental rather than remedial goals. Small group instruction by special teachers generally achieved better results than regular class instruction by the regular teacher. To be effective, however, most activities required a greater variety of instructional materials than were available from regular sources.

Also important was the question of coordination of the Title I program with the regular instructional program. Generally the more effective projects were able to achieve this coordination. Although the more effective projects had a limited number of activities funded under Title I, there usually were some supportive services funded as a means of assuring that those social, cultural, and health weaknesses contributing to educational depriva-

A six-year-old in Goldsboro's Followthrough project explores typewriter learning – a five-phase program which moves from finding the return button to writing a story – with his teacher, Mrs. Patricia Stanley.



tion could also be reduced.

The more successful projects also made a greater effort to involve the community and the school in the identification of needs as well as in the planning of the project. Many avenues to progress open when parent and community involvement are encouraged. Local Title I advisory committees "composed of parents, representatives from community agencies and other groups interested in education" should be called upon to work closely with the Title I director and the professional staff. The committees should be used in assessing the unmet needs of children and in planning and evaluating the entire program. Where such cooperation is present, and where well-prepared, sympathetic teachers focus their attention on the needs of target children, success will result.

A final comment relative to an effective project also relates to the preparation of teachers for the special tasks assigned them. Most of the more successful projects had an in-service education component. In some instances this component has made it possible for a mediocre project to become a good project.

Points to Ponder

The establishment of an appropriate cycle of planning, implementation, and evaluation does nothing more than provide a procedural scheme. An effective answer to the 54 million dollar question is dependent upon the quality of effort which goes into the work required in the planning, implementation, and evaluation procedures. Of prime importance is the involvement of teachers, administrators, parents, consultants, and representatives of community agencies in the planning procedures. These individuals must keep foremost in their minds the 54 million dollar question: "How can student needs best be met?" Teachers especially must express their ideas as to the best means of solving educational problems. Activities must be limited in number, and must focus on the needs of limited numbers of students. Constant effort must be made to prevent Title I projects from becoming general types of programs applicable to all students.

Along with special programs in the public schools, Title I activities also are found in non-public schools and in institutions operated for neglected, delinquent, and emotionally disturbed students. Each project in each school or institution is developed within the planning-implementing-monitoring-evaluating framework described earlier. Each project represents an effort to contribute a partial answer to the 54 million dollar question. Each project administrator has the responsibility of sharing with others the results of the project . . . whether these results show success or failure.

The big question is still how can the educational weaknesses of educationally deprived children best be overcome? Answers are being found through the cooperative, dedicated efforts of parents, the school, the community, and the institutions serving the community. ■

BREAKFAST AT SCHOOL

Donald M. Causey, Principal
Rich Square Elementary School

The Breakfast Child Feeding Program reimburses to schools a maximum of 15 cents (not to exceed the cost of food) for each breakfast served that is not paid for by students. It is sponsored by the U.S. Department of Agriculture through the Division of School Food Services, State Department of Public Instruction. This year 164 N.C. schools participated in the breakfast program. These funds are available for all children who travel by bus and are determined needy. More details on the program may be obtained from Ralph Eaton, Director, School Food Services, State Department of Public Instruction, Raleigh, N.C. 27602.

School breakfasts without cooking? Without washing dishes? For 15 cents? We're doing it at Rich Square Elementary School in Northampton County.

It came about like this. Rich Square Elementary serves as a bus depot for three other schools. Many of the children arrive by 7:30 a.m. — most without breakfast. By midmorning it was common to see students falling asleep at their desks.

Teachers were aware that some of these students fell asleep because they lacked nourishing food. The free morning milk program had helped some of the students stay alert until lunchtime, but it wasn't enough.

With an enrollment of 350 students, this school does not have facilities or finances to serve hot breakfasts to those who need it. In fact, the lunchroom can seat only 120 at a time.

The modified requirements under the U.S. Department of Agriculture's Breakfast Program enable the school to provide a substantial balanced breakfast without using any of the kitchen equipment. Prepackaged food items are used; thus no experienced labor is required. In January one teacher's aide and three girls from the fifth grade began serving from 160 to 200 breakfasts each morning in 30 minutes without delay or loss of classroom time for the students.

The menu usually consists of a choice of presweetened cereals (the greater the variety, the happier the students), one-half pint of whole milk, a small sandwich (often peanut butter), and four ounces of fruit juice.

Homeroom teachers were pleasantly surprised to learn that the breakfast program did not require their supervision. Each child picks up a breakfast ticket after he is marked present for the day. Children who can afford it, pay some or all of the 15 cents.

Student's grades showed a marked improvement at the end of the first grading period after the breakfast program was begun. Three homeroom teachers who weigh their students each month have noted favorable gains by those who are participating in the program. These gains were not noted in children not participating. Despite the influenza attack that struck the community in February, attendance increased one percent above the preceding month.

The breakfast program is not a panacea, but teachers have noted a definite improvement in school morale and more participation in all school activities.

TOUCH IT AND MAKE IT REAL

Who ever heard of teaching public school home economics in a real house? That's exactly what's happening at Southwood School in Lenoir County. Behind the school, but very close to it, is a small, clapboard house that used to be inhabited by the janitor. Students now use it to learn about the home arts first-hand.

"The house is equipped like the ones most of the students live in," said John Wooten, associate superintendent. It's being used for the practical arts end of the county's middle school occupational exploration project, one of 21 funded in North Carolina as a result of legislation of the 1969 General Assembly.

Use of the house is a perfect example of the "hands-on" emphasis of the program. The act, supported heavily by Governor Robert Scott, states that "students need more opportunities and assistance for appraisal of their own abilities, potential, interests, desires, and needs." More specifically, the act states that "educational experiences need to be made more relevant to the students and more closely identified with the world of work."

The project in Lenoir County, which began second semester, involves some 225 seventh and eight graders at Southwood School. And "involves" is, indeed, the word. The project — or course — includes instruction and lab experience in four basic work areas: introduction to vocations and occupational information, homemaking and consumer education, trade and industrial shop, and distributive business education. Plant and animal science will be added next year when the project will be broadened to a whole year and will include more children.

The students spend an hour — or module, as Wooten calls it — per day in various areas of occupational exploration. There is a separate teacher for each of the exploratory "modules" and a lab area, too.

The teachers and administrative staff (Wooten; the unit's guidance director, Mrs. Sue Sutton; and vocational director John Worthington) have worked out student and teacher syllaba for each of the basic "modules." In each module students spent the first few days on introductory experiences when they decide for themselves which of the mini-objectives they will fulfill during the next four and a half weeks (each area will be extended to nine weeks next year.)

They then split into groups and rotate through each various experience areas in each module. In business, for example, students learn a little about duplicating, typing, and business machines through actual use of various machines. "But we're not teaching skills," said Wooten. "The use of the machines is strictly explorational." It also seems to be fun and rewarding for students; they express much pride in, for example, duplicated student artwork or a self-typed letter to a friend.

When the students reach the module on introduction to vocations, they learn a great deal about the type of businesses that would use certain machines, and the types of jobs available using them. They're also given a unit on study skills, and they learn how important these skills are in any occupation. In addition, they learn the educational opportunities in high school and beyond that relate to the businesses and occupations they've learned about.

The trade and industrial arts module covers electricity, tools and equipment, woodworking, and drawing. Girls have an opportunity to learn a little about what tools can do, how electricity works, and the jobs related to these fields. "Of course, they may never work in these areas, but at least they'll understand something about them," said Wooten. And what woman doesn't need to know how to hammer a nail or why the fuse blows?

The same is true of the boys when they reach the home arts module which includes foods, child care, clothing, and housing. Few of them will spend a lifetime diapering babies, but the knowledge is almost essential in an age when more and more mothers work and fathers must share the household duties. The boys really like the foods unit; they even cook their own breakfast complete with pancakes and bacon. A few, of course, may want to become chefs someday.

Others may take up teaching as a result of their experiences with smaller children. Several small preschoolers are enrolled in a nursery school that is a part of the project. Students learn to take care of the children, play with them, and supervise their activities.

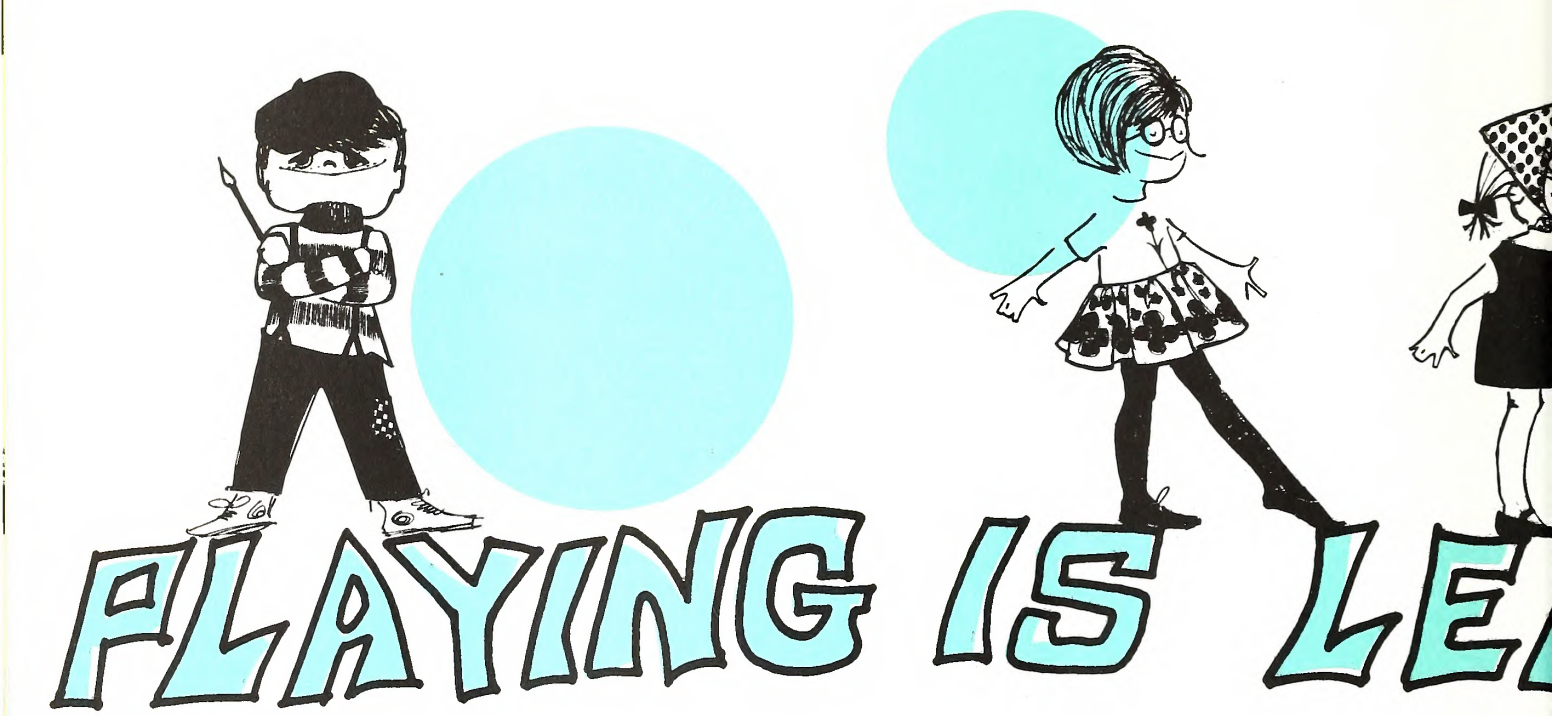
A partition has been removed from the home economics house leaving one large living room-kitchen area for foods and other activities. Two small bedrooms serve as nursery school and sewing room. It's small and busy, but somehow ordered.

Discipline problems in the new project are almost not there. "With this type of program the students are supposed to talk and be busy," said one teacher. "So I don't have to be constantly on the watch for whispering or bad behavior caused by boredom," she said. Grades have been eliminated also.

Each student keeps up with his mini-objectives and marks them off when completed. In the industrial arts module for example, large charts of student progress cover one wall. In other modules, students keep work sheets and turn them in when the module is complete. Each module allows time for evaluation at the end of the exploratory experiences. And records of progress and interest are kept that will help later teachers and allow students to make vocational choices with some objectivity.

To help relate the exploratory activities to other class curricula, teachers work together and exchange information. Vocabulary lists, for example, are passed along to English teachers; math covered is sent to math teachers. The method of the project is being spread also. Wooten noted that other teachers had expressed interest in the "mini-objective" technique and some are using it.

Wooten is quick to note that the project does not involve the teaching of skills or concrete occupational choices on the students' part. "This is not pre-vocational. We're simply allowing the students to see and understand, first-hand the choices that will be available to them at a later time," he said. ■



In kindergartens children play. Little girls tend their dolls, as their mothers tend them. Little boys build with blocks emulating their fathers whose blocks may be sheets of paper, thoughts, or even real building materials. It is only when man tires of his building or tending that "play" becomes an activity to fill his leisure hours rather than the stuff of living.

Kindergarten children haven't learned to tell the difference. They play and learn and love it. They haven't lived long enough to find that the tending and the building, let alone the learning, are supposed to be apart from "play" and less than frolic.

That's the interesting thing about kindergartens: the so-called play. At the Southern Pines Elementary School's kindergarten in Moore County, for example, the two kindergarten rooms are filled with colorful "playthings." Small furniture miniatures adult kitchens and dining rooms are complete with miniature fruit, vegetables, knives, forks, and plates. A tiny store fills one corner, a house another. Dolls with zippers, buttons, and lacing devices as well as dress-up clothes are there for make-believe that is not quite fantasy.

In another corner, free of the thick carpeting that turns even the floor into a play area, small easels stand with smocks hung beside them. Wide windows bring the outside in, and, of course, there's music. "The Song of the Colors" comes from a record player, and a tiny parrakeet, tended each day by a different pair of hands, sings along with it.

Add to it all 40 five-year-olds — split between the two rooms — a teacher and an aide, and you have what looks like the land of the Lilliputians with two female Gullivers. The adults look out of place. They're not, of course. Their skill is attested to by the fact that the children, and not they, are the center of attention. "Child-oriented" the initiated would say.

In the center of the two kindergarten rooms is an observation facility with see-through glass on two sides and listening equipment so that visiting teachers and parents may hear what's said in the kindergarten rooms. They find it fascinating. But can't exactly agree on what "it" is.

With the "Song of the Colors," for example, the children rise and dance in sequence as they sing with the record, "Red get up," or "Green get up" and so forth.

"Oh," says one teacher, "the chairs are different colors. That's how they're all getting it so fast." She's amazed and may go home and devise a chair game of her own.

Another teacher watches a small child offer her friend newly "cooked" popcorn. "It's soft," the child says pinching a piece which, by the way, falls in crumbs to the floor. The kindergarten teacher doesn't notice, it appears.

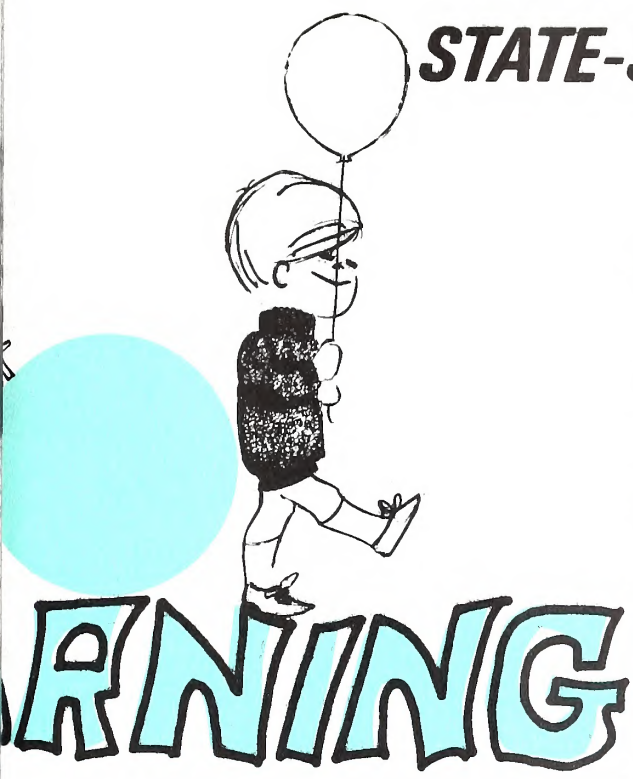
"Yes, but it was hard before," the little friend replies. They look at one another with something akin to discovery as their kindergarten teacher beams. The visiting teacher sighs. Later she'll hear from that teacher how much work — time, patience, and imagination — it took to help the children develop their speaking skills, their concepts, their minds, and bodies. "But, of course, it's not work to the children. Or rather, they aren't aware of the concept yet," says the kindergarten teacher.

"To me the most interesting thing is the freedom," says another visiting teacher. At home they're told to 'Put this away' or 'Pick that up' or 'Don't make so much noise.' And at school we tell them to sit in their desks and we scowl when they're loud or they drop something."

"Children need freedom. Not to be destructive, you understand. But just to be free to express themselves," she said.

"Yes, but you've got to have the materials to be free with," says another teacher eyeing the colors, the carpet, the equipment with envy. "You can't expect to get this kind of activity and involvement in a room with nothing but desks and books that might be beyond some of the children's level of understanding," she said.

Another said it was attitude. "It's an attitude that we all need. Why should it be confined to young children. I know that because they're young, everything is new and exciting. But does this attitude have to die? It's something we all need."



STATE-SUPPORTED KINDERGARTENS

Interim Report by Jim Jenkins, Special Assistant, Elementary Education

During the 1969-70 school year there were 320 five-year-olds enrolled in North Carolina's first eight State-supported kindergartens. The number will double next year in accordance with the 1969 General Assembly's authorization.

There are, however, 93,000 five-year-olds in North Carolina. Some 10,500 of them are enrolled in public kindergartens funded by ESEA Title I (Elementary and Secondary Education Act); an additional 17,500 five-year-olds are enrolled in non-public kindergartens.

These children represent only 29 percent of the five-year-olds in our State. Continuous in-service training of leadership and teaching personnel — coupled with summer institutes — will help promote the kind of education needed for the other 71 percent. It is our goal to make — and as quickly as possible — good early childhood education programs available to all five-year-olds.

Eight early childhood demonstration centers opened in December 1969 and nine more will go into operation next fall. The function of these kindergartens, however, is more than just the education of the small number of children now enrolled. They serve as the nucleus for the development of good early childhood education programs for the whole state. Objectives include developing kindergarten programs as integral parts of effective

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education for children ages 5-8, effective training programs for personnel, programs involving parents, interagency cooperation, comprehensive evaluation, and providing information about the program to others.

The first eight centers are located at Chocowinity School in Beaufort County; Beaufort Elementary, Carteret County; Jeffreys Grove, Wake County; Southern Pines Elementary, Moore County; Saxapahaw Elementary, Alamance County; Woodhill Elementary, Gaston County; East Harper Elementary, Lenoir City Schools; and Sylva Elementary, Jackson County. The nine to open next fall will be located at White Elementary, Bertie County; Brogden Primary, Wayne County; Aurelian Springs, Halifax County; Chadbourn Primary, Columbus County; Henry Grove Primary, Anson County; Mt. View Elementary, Wilkes County; Forest City Elementary, Rutherford County; and Winston-Salem/Forsyth and Asheville City. Each of the centers was or will be allocated funds to employ two teachers and two assistants for each 40 students enrolled as well as funds for materials and equipment, consultant services, professional materials and books, evaluation materials, and teacher workshops.

The children in each center – along with control groups not attending school – were selected on the basis of age, sex, race, and the socio-economic levels in the community to represent a cross-section of the population of each district. The programs in each center vary, of course, with physical differences in the facilities as well as differences among the children. Goals, however, are the same for each center.

The Learning Institute of North Carolina (LINC) was contracted to evaluate the programs, and a detailed evaluation began with the opening of the first eight centers. Base line data for the assessment of the children's growth has consisted of medical examinations, the Caldwell Pre-School Inventory and the Draw-a-Man Test, interviews with the mothers, a home information scale that measured tests of basic experience in the areas of language, math, science and social studies developed by the California Test Bureau, Schaefer's Classroom Behavior Scale, and the observations of sample children from each classroom.

The choice of assessment materials was based upon their usefulness to teachers in diagnosing the needs of individual children as well as their overall evaluation use. Follow-up assessment tools were then administered as disabilities were discovered. Data will be collected again at the end of the school year to assess growth. The children from the control group are also being tested, and those in kindergarten will be retested when they enter the first grade.

The assessment program has provided the teaching staff with opportunities to gain a great deal of information about the children and their families. This information has proven valuable in individual planning – the rationale for the evaluation plan is based on the individual learning progress of each child rather than the individual's standing within a group.

Other overall emphases of the program include training of personnel. Due to the lack of trained specialists in early childhood education, learning experiences in various school systems were essential. Our first effort was a one-month summer institute at Tufts University sponsored by LINC. Later the education agency and LINC conducted a two-week institute in Greensboro for all personnel involved in the project. The second phase of training was held at the centers where various consultants assisted with in-service activities. A third phase will begin this summer when new teachers and administrators are trained and those already involved in the program are trained to carry out the demonstration school aspect of each center. ■

OBSERVATIONS ON SOVIET EDUCATION

This winter a delegation of American educators spent three weeks in the Soviet Union visiting schools of all kinds as the American component of an exchange arrangement in education between the U.S.S.R. and the United States. The delegation consisted of Miss June Gilliard, social studies consultant with the North Carolina State Department of Public Instruction, Dr. John Jarolimek, chairman of the delegation and professor and chairman of curriculum and instruction in the Department of Education at the University of Washington, and Lee Smith, department chairman and social studies teacher at St. Louis Park High School, St. Louis Park, Minnesota.

While in Russia the educators reported that they were "treated with nothing but the finest in the way of hospitality." Their tour included schools in Moscow, Kiev, Yerevan, Tashkent and included pre-school establishments, elementary and secondary schools, vocational and technical schools, special schools, boarding, Pioneer Palaces, universities, and pedagogocial institutes, rural and urban schools and schools on collective farms. Their observations were submitted to the U.S. Office of Education in a report compiled by Dr. Jarolimek. Excerpts follow:

Pre-School Programs

We were impressed with the extent of pre-school programs and the commitment of the Soviet Union to this level of education. Their involvement in pre-school establishments far exceeds those found in the United States. As we understand it, these programs were established originally not so much to attain educational objectives but as ways of achieving certain social goals, as for example, providing an opportunity for women to be free to work outside the home. These programs begin as early as the age of two months for a child if the parents desire to enroll him. This infant school is called a creche school. The child is eligible to attend these schools, where they are available, between the ages of two months and three years. At age three years he would begin kindergarten and could remain in kindergarten programs up to the age of seven, at which time he would begin the regular elementary school. Everywhere we went we saw these pre-school programs growing in size, and they appeared to be very popular with the parents. The Soviet Union is expanding its apartment housing facilities on a massive scale, and in these apartment complexes pre-school establishments are included along with shopping centers and other necessary services. Present thinking in the Soviet Union would seem to indicate that these programs will be expanded and that a very high percentage of children will be in them in the years ahead.

We visited several of these pre-school establishments, and in every case we found them in new, modern facilities and fully equipped. They include eating and sleeping accommodations, appropriate play areas, work and study rooms. The instructional program consists mainly of experiences designed to socialize children but also includes music, dancing, story appreciation, pre-reading experiences, art, and some work with quantitative relationships. The personnel were provided in what seemed to me more than adequate numbers. We encountered no feelings of emotional coldness that one might expect in such institutional settings. The relationship between the teachers and children was warm and affectionate.

Foreign Language Programs

We were much impressed with the extensiveness of foreign language programs in the Soviet schools. In almost all cases the child is learning at least two languages, one of these being Russian and the other quite probably the language of the local republic. In addition, other languages such as English, German, or French are introduced at some point along the way. In some cases schools are designated as special foreign language schools, in which case the foreign language is introduced as early as first grade and continued throughout the grades with some instruction in regular subjects being given in that language. Moscow School No. 1 is an example of such a special school in which English is taught as the foreign language beginning in the first grade and continuing on through the tenth grade, the last of the compulsory grades. The American delegation had an opportunity to speak with a number of the children in the upper grades in that school and found them to be completely fluent in English.

Coordination of Various Programs

The extent to which the pre-schools, the schools, prolonged-day programs, vocational-technical programs, special schools, boarding schools, and Pioneer programs are coordinated is very impressive. All of these various activities that deal with the education of children and youth come under the authority of the school officials. Thus, while the Pioneer program is political in its overtones and purpose, it nonetheless does have a relationship to the basic school program and comes under the authority of the local school official.

With the exception of local history and culture, the basic curriculum is the same throughout the fifteen republics of the Soviet Union. Students in the upper grades in some schools may take extra "optional" courses but these are always over and above the regular required courses. Optional courses cannot be substituted for required ones. Thus Soviet schools do not have elective courses or extra-curricular activities based on pupil interest, in the same way we have them in this country.

In order to allow for individual interests and to achieve certain political goals, the Soviets have instituted political groups for children known as Octobers (ages 7-8), Pioneers (ages 9-15), and Komsomols (over 15). The largest and most highly developed program is the one for the Pioneers. These children form interest groups called "circles." These circles may deal with photography, astronomy, constructing

models, driver's training, orchestra, ballet, chorus, cooking, dressmaking, and so on. The Pioneer program in Kiev has 126 different circles. The Pioneers do not meet in the school building but in very elaborate physical facilities known as Pioneer Palaces. These Palaces resemble modern junior and senior high schools in America. In areas where a Palace is not available, there are smaller facilities called Pioneer Houses. The Pioneer Palaces and Houses are open during after-school hours seven days a week.

The Pioneer program does three things: it (1) provides the "circle" work — enrichment, interest-based; (2) provides follow-up or remedial work to aid the child in school — this also includes political learning; and (3) provides recreational facilities — library, chess, game room, concerts, lectures. It is clear that the Pioneer program parallels the school program and works toward the achievement of objectives that American education achieves through its extra-curricular program and its club groups such as Boy and Girl Scouts, 4-H, Indian Guides, and so on. Children are not required to participate in the Pioneer program although there are obvious social pressures that encourage involvement. Of course, the facilities are pleasant, the program interesting, and, therefore, the Pioneer work is attractive to pupils.

It was obvious that the Soviets take great pride in their Pioneer program. The physical facilities were in all cases superior to those in the regular schools. The requirements for teachers in the Pioneer program are the same as they are for teachers in secondary schools. Fundamentally, these programs are politically oriented. Only the best Pioneers are selected for the Komsomol program.

Teacher Load

In general, the work load of teachers in the Soviet Union is more favorable than in the United States. Elementary school teachers are scheduled for 24 hours of teaching each week, i.e. four hours per day for six days. Secondary school teachers are scheduled for 18 hours of teaching each week, i.e. three hours per day for six days. Not all classes meet every day; consequently, a secondary teacher might teach five classes on two days a week and none on one other day. Many secondary school teachers teach more than 18 hours per week, but when they do they are paid additionally for those over the basic 18 hours. Teachers are paid professional salaries. These compare with physicians, dentists, and other professionals.

Schools through the Soviet Union operate six days a week, although there is some thought now being given to reducing that to five days.

Current Reforms

There are a number of interesting developments now underway in the Soviet Union that portend big changes in education in the years ahead. For one thing, they have only recently moved from eight years of compulsory education to a ten-year program. Indeed, they are now in the transition and many students who were graduated from the eight-year compulsory program are completing the remaining two in the vocational and technical schools at night. With the implementation of the ten-year compulsory program, there is also a move to accelerate the program by one year. The Soviet educators have come to the conclusion that children today are more knowledgeable than they were in the past and, therefore, are able to move along more rapidly than previously. As a result, the program is being modified to move the present fourth grade into the early secondary program. Currently the first four grades are the elementary school; grades five through ten comprise the secondary school. This will soon be changed, and the work of the present first four grades will be compressed into the first three. The net result will be an acceleration of one year. This already is causing some problems, however, and we did encounter a few schools where, on an experimental basis, they were including what they called a "zero form" or a "pre-first grade" program that assisted children in developing a readiness for school. It seemed that the school officials were getting advice concerning the status of school children's progress from university researchers, and they, the university researchers, may have been overzealous and over-optimistic about what children actually are able to achieve.

Another very interesting development in Soviet education is the shift from what might be called an emphasis on memorization and rote learning to an emphasis on what they call creative learning, which in translation really means something of a guided inquiry approach. This new emphasis is to become fully functioning by 1972. We were surprised at this trend, but we encountered it in several places that we visited. It is to become a part of official policy. The difficulty as expressed to us has been that students were able to memorize answers and learn the materials that were required, but when it came to generalizing from this or when they were faced with a new situation, they did not know how to respond. In an effort to combat these shortcomings, the new thrust will call for more independent study on the part of the pupil, more discovery and inductive learning. The officials who reported this to us were quick to point out that this would always be under the guidance of the teacher and not a free inquiry of the type we are accustomed to in this country.

The Soviet educators as a matter of official policy cling to the notion that pupils tend to be much the same in intellectual capacity and that variability in human productivity is mainly a function of the amount of work that the student is willing to put into his studies. They tend not to attribute pupil performance variation to differences in innate intellectual capacity.

There were some things we observed that rather surprised us. We were surprised in the sense that we had not expected to see these procedures

OBSERVATIONS ON SOVIET EDUCATION

in quite the way they were actually functioning. They are presented here without any value judgment as to their goodness or lack of same but simply as observations that we made in our visit.

Special Schools for Children With Physical Disabilities

If one visits an American elementary or secondary school, he might expect to see some children with physical handicaps. He might encounter children who are partially sighted, possibly blind. In the Soviet Union, on the other hand, it would be unlikely to encounter children with such physical disabilities in the regular elementary and secondary classrooms. When children have disabilities they are placed in separate schools and are taught in accordance with their special needs. Usually these are boarding schools where the children stay six days a week and are allowed to go home on Sunday. We visited a school of this type in Yerevan where the children had back disorders and observed the program of the school being coordinated with physical therapy as needed for these youngsters. There apparently has been little done in the Soviet Union to integrate the disabled child into the work of the regular school with normal children. This is quite different from the current practice in the United States.

Formality of the School Program

We were surprised about the high degree of formality in Soviet schools. We realized that the program of instruction in the Soviet Union would probably be more formal than that in the United States, but we were not prepared for the degree of formality that we observed. All children wear uniforms in the elementary and secondary schools, with the occasional exception of the tenth grade, and these uniforms are the same throughout the Soviet Union. Hand raising is done in a formal manner, the child keeping his elbow on the desk and simply raising his forearm if he wants the teacher's attention. Children always rise when an adult enters the room. They also rise when responding to the teacher. Responses to teachers' questions are in a formal manner. The whole classroom climate tends to be rather rigid and formal.

Lenin Centennial Observance

We were very surprised about the great amount of attention being given to the Lenin Centennial. The Centennial itself occurs in April of this year, but the entire school year is being devoted to an observance of the Lenin anniversary. Evidence of Lenin was everywhere. As soon as one entered a school, he would see displays and bulletin boards dealing with Lenin. Hallways were decorated. Entrances to classrooms were decorated. Special rooms were set aside as memorial rooms to Lenin. Classroom bulletin boards were covered with Lenin material. We were convinced that this observance had religious overtones and we wondered how much of it went on routinely in years prior to the Centennial. It would be hard to believe that this amount of emphasis to Leninism could suddenly appear without previously having a strong foothold in the school program. The Soviet Union likes to have itself thought of as a modern, scientifically-oriented nation, but this emphasis on a national hero seemed inconsistent with this national image. It is true, of course, that all nations have their national heroes and that some attention is given to these historical figures, but the extent to which Lenin is given attention goes beyond what one would normally expect to find in the classroom of a modern nation. ■

STATE BOARD ACTIONS

Kindergarten Centers

Nine new kindergarten centers were approved at the April meeting of the State Board of Education to join the eight which opened in December, in accordance with 1969 General Assembly action. One was named for each of the eight educational districts in North Carolina, with the exception of District 8, which will have two centers. Locations are Bertie County, C. G. White Elementary; Wayne County, Brogden Primary; Halifax County, Aurelian Springs; Columbus County, Chadbourn Primary; Winston-Salem/Forsyth; Anson County, Henry Grove Primary; Wilkes County, Mt. View Elementary; Rutherford County, Forest City Elementary; and Asheville City. Winston-Salem/Forsyth and Asheville will coordinate their programs with the Model Cities Project.

Eighty-one school systems had requested the Kindergarten-Early Childhood Demonstration Centers. State Superintendent Craig Phillips made the final decision about locations of the Centers based on guidelines developed by the State Board of Education and the results of team visits to each unit requesting a center.

The new Centers will open this fall.

Exceptionally Talented

The Board approved a recommendation that a local administrative unit so desiring may, with the consent of the Section for the Gifted and Talented of the Division of Special Education, use its allotment(s) for the exceptionally talented as itinerant resource teacher(s). It was explained that most of the present 240 allotted personnel teach in elementary self-contained classrooms, teach classes in a two- or three-hour block in junior high school, or teach a series of classes daily in high school. In September 1969 only 11,553 children were in these classes. Six reasons were given for the change: (1) to instruct more exceptionally talented children than the ones already in the classes; (2) to give more individual instruction within the classroom using the regular teacher plus, at times, a resource teacher; (3) to encourage the identification of more exceptionally talented children; (4) to allow bright children to receive additional instruction even if there are not enough to warrant a special allotment in a given school, opening up the program to smaller units; (5) to leave bright children in heterogeneous classes if desired; and (6) to aid regular teachers in developing techniques of education for bright youngsters by the use of these master resource teachers. Under this new Board policy, the itinerant resource teacher may not be used in an administrative capacity or as a supervisor.

NEWS BRIEFS

State Fair: 1970

This year there will be something new every day in the Department of Public Instruction's exhibit at the State Fair, October 16-24, according to Tom I. Davis, director of public information for the State education agency and coordinator of the "Schools in the Seventies" exhibit. Spectators can observe kindergarten classes, students engaged in occupational education courses, student artists at work, choral groups, and the latest in communications equipment — as much school activity as can be shown in the two spaces (one 20 ft. x 80 ft.; the other 10 ft. x 70 ft.) allotted to public education in the Industrial Building.

School systems are invited to participate; Davis says lively exhibitions will be given prime consideration. Various school groups, including many student organizations, are also being invited to submit ideas and participants for the exhibit.

A complete schedule of activities will appear in the October issue of *North Carolina Public Schools*.

Cultural Arts Director Named

James R. Hall, supervisor of the performing arts in Charlotte/Mecklenburg Schools for the past seven years, has been named Director of Cultural Arts for the State Department of Public Instruction, effective May 1.

According to State Superintendent Craig Phillips, Hall's appointment is "the first step in an all-out effort to furnish leadership in the area of cultural arts — art appreciation, dance, drama, and music — and to promote large-scale involvement of North Carolina students in the arts." Among his first duties will be the naming of a special consultant for the public school art program in N. C.

Hall received his Master's Degree from UNC-Chapel Hill and has done additional graduate work at East Carolina University and Queens College, Charlotte.

Superintendents Conference Scheduled

The annual superintendents conference will be held in Wilmington this year. Assistant superintendents will meet first at the Timme Motel, July 19-21; superintendents will meet July 21-24.

Mental Health Course

Will a course in mental health change teacher attitude? Answers to this question were investigated by Dr. Vera Lentz, director of psychological services for the Greensboro Public Schools, according to a recent article in the *Greensboro Public Schools Newsletter*.

During October, November, and December of last year, some 38 elementary teachers, principals, supervisors, and counselors took part in a course in mental health sponsored jointly by the Guilford County Mental Health Society and the Greensboro Public Schools. The course emphasized an understanding of the psychological behavior of the elementary student. Topics discussed during 10 class sessions included the elementary school and mental health, helping the primary age child develop a good self concept, maladjustments among elementary children, the exceptional child, techniques to promote good mental health, the cooperative role of the home, school, and community, sources of help for teachers, and the mental health of the elementary teacher.

The course was taught by 16 specialists in various areas, most of them at the doctoral level of training. The Minnesota Teacher Attitude Inventory was administered at the beginning of the first class session and again at the last session.

Twenty-two of the students made high scores the second time — thus showing favorable modification of attitudes. Dr. Lentz noted that the mean difference of the 38 scores was not found to be significant at the .01 level of confidence.

On the basis of these test scores, however, Dr. Lentz feels confident that students like those in the group will modify their attitudes in a favorable direction following a similar course in mental health.

Summer School Policies

The Board approved the following standards for the operation of summer schools:

1. Courses may be offered on either the elementary or secondary level, and may be credit or non-credit courses.
2. The summer school shall operate under the direction of the county or city superintendent of schools, and shall be supervised by him or by a person recommended by him and elected by the county or city board of education.
3. Teachers for a summer school shall be nominated by the county or city superintendent of schools and elected by the county or city board of education.
4. All teachers employed in summer school courses for credit shall meet the certification requirements in effect for the teaching assignment area, or work directly under the supervision of a person so certified. County or City boards of education may require certification for teachers of non-credit courses.
5. Salaries for all summer school personnel shall be determined by the county or city board of education.
6. The curriculum, courses of study, textbooks, instructional services and materials, and library and other essential services shall, in all respects, be equal to those provided during the regular school term, and shall, in every instance, conform to the standards for such accreditation as the school may hold.
7. Summer schools operated in accredited schools and conforming to these standards shall be accredited summer schools. Credit earned in a non-accredited summer school may not be transferred to an accredited school except under the legal authority of the principal to grade and classify pupils (G. S. 115-150).
8. Assignment of pupils to summer schools shall be made by the city or county board of education under the provisions of Article 21 of Chapter 115 of the General Statutes of North Carolina.
9. County or city superintendents of schools shall keep adequate academic and fiscal records on the operation of all summer schools in their respective administrative units, and shall make such reports as may be requested by the State Board of Education and the State Department of Public Instruction.
10. Summer schools shall be financed in accordance with the provisions of G. S. 115-80 (e) and/or G. S. 115-116 provided that the county or city board of education may require the payment of reasonable fees to provide for adequate instruction in the summer schools established in the administrative unit.

This is a revision of standards adopted March 7, 1963, in accord with the provisions of G. S. 115-80 (e) giving county and city boards of education the authority to operate summer schools.

GRASS ROOTS OPINION SURVEY

A "grass roots" opinion survey, conducted recently by the North Carolina Federation of Republican Women has shown that Tar Heel citizens are deeply concerned about a wide range of educational problems. Their cares range from busing and drugs to overcrowded classrooms and poorly prepared teachers, according to Mrs. Wilborn S. Swaim of Salisbury, coordinator of the survey.

The survey, which consisted of thousands of questionnaires circulated across the State, was taken this winter in an attempt "to obtain public opinion on crucial problems facing the field of education," said Mrs. Swaim. The survey asked three questions: "What in your opinion are the three most important problems in education today? Why do you consider each of these to be important problems? What do you believe should be done to remedy these problems?"

Preliminary sorting of the 2,425 "Lend an Ear" surveys first returned showed the greatest number of respondents concerned about teachers and their problems. The single problem receiving the largest number of responses — 638 — was teacher-pupil ratio; 488 said that teacher qualifications were a problem; and 490 people mentioned the need for additional teacher pay.

Most often, said Mrs. Swaim, those answering the questionnaires said they considered these factors the most important problems because too many students per teacher means that teachers can't give adequate time to each student and because unqualified teachers cannot give optimum opportunity to each student. The remedy suggested most often — to all problems — was to spend a larger part of the tax dollar on education — 407 respondents.

In the State as a whole, according to Mrs. Swaim, the respondents overwhelmingly believed in continuing the upgrading of qualifications and standards for teachers. Teacher aides, equipment, more clerical help, and higher salaries were seen as the answers to various teacher problems.

Next priorities mentioned most frequently were the need for better disciplined students — 336 respondents — and better facilities and less crowded — 275 respondents.

Interest in expanding the curriculum was high throughout the State, she said. Some 235 people said that the need for additional programs for students with special needs was great. Many noted the need for additional vocational and technical training, especially in the lower grades.

Numerous other suggestions were made by the respondents including the need for more parent involvement and sex education. The use of illegal drugs, according to Mrs. Swaim was an "outstanding concern" in the eastern part of the State. Many citizens surveyed also showed an extremely high enthusiasm for public kindergartens and the need for emphasis on the teaching of values and character.

"There was some feeling against the way integration was handled," said Mrs. Swaim. Some 361 respondents had comments regarding integration. "Some thought it was a little hurried. But there was little resentment of racial mixing in the schools."

Interest was extremely high, according to Mrs. Swaim, in the problem of motivation and improving attitude as a means of insuring better education. One woman said, "The one problem that creates all other problems is the apathy of parents and students." Through the replies, according to Mrs. Swaim, ran the thread that "each child is an individual. Treat him as such."

Of the 16,000 questionnaires distributed by some 40 Republican Women's Clubs, 2,800 were finally returned from 46 counties. The largest number of questionnaires were returned from Mecklenburg County — 425 respondents — and Alamance County — 308. Many of the respondents wrote additional comments on the reverse side of their form and several attached typewritten sheets of additional suggestions.

FINALS, A THING OF THE PAST

(editorial reprinted by permission from the Lexington (N.C.) *Dispatch,* March 14, 1970)

Almost every member of the Senior Class at Lexington Senior High School must have breathed a sign of surprised relief yesterday when it was learned that the City School Board had approved of Supt. Jack Davis' proposal for eliminating final exams for seniors. Many undergraduates were made happy, too, with fervent hopes that the policy will be successful and will remain in effect when their years of caps and gowns and pomp and circumstances arrive.

There is little reason to doubt that the plan will work, because it has been tried in quite a few school systems and we've heard of none where a return to the old system was made.

Teachers of members of the Senior Class also are reported to be in pleasant agreement with the action of the local school officials.

The many good reasons for eliminating the seniors' final examinations were stated quite clearly by Supt. Davis in a news report yesterday. They were the same reasons he gave when he proposed the move to the school board, asking for a study. The board, however, realized at once the advantages and adopted the plan without delay.

One unpleasant aspect of the former program was that each year at the end of the final exams, it was necessary to deny graduation to some six or eight students who failed. Perhaps one or two of these would go on to summer school to make up the required work, but the others just never got around to obtaining a high school diploma. This will not be the case anymore.

The conclusion of Mr. Davis' statement bears repeating; "After all, it is the purpose of the public school system to educate its students and to graduate them as young people moving on into the adult world. To cull and eliminate someone from receiving his diploma after twelve or more years of work is a cruelty not admonished by the Lexington City School System."

Now, the next logical step in this direction — but one which cannot be accomplished on a local level — would be the elimination of those infernal and unfair College Board or SAT tests, which are prime criteria for admission to college in most cases. Students who do well all during the high school can and do have "off days" when they take their tests, sometimes prohibiting them from continuing their education, or prohibiting them from attending the institutions of their choice. Conversely, students who are erratic about class attendance in high school and don't do well at all can come up with high grades on SAT tests and thereby be undeservedly qualified for higher education opportunities.

NORTH CAROLINA PUBLIC SCHOOLS

VOLUME 35 / NUMBER 1 / FALL 1970

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Official publication issued quarterly by the State Department of Public Instruction. Second class postage paid at Raleigh, N. C. 27611. Unless otherwise noted, no permission is required for reprinting, with the exception of articles from other publications reprinted herein. Manuscripts are welcomed. Mailing address: Editor, *North Carolina Public Schools,* Division of Public Information and Publications, Room 362, State Department of Public Instruction, Education Building, Raleigh, N. C. 27602. Telephone: 919-829-4258.

EDPRESS

COVER

Patterns from *adire eleko* cloth from the Oshogbo district of Nigeria. In a process similar to *batik*, cloth is painted with a starch compound, either free-hand or with a stencil. It is then dipped into the dye (traditionally indigo). Portions of the cloth covered with the starch resist the dye, and the pattern appears when the starch is washed from the fabric. See related article beginning on page 12.

American Education Week
October 25-31

NORTH CAROLINA PUBLIC SCHOOLS

VOLUME 35 / NUMBER 1 / FALL 1970

From the State Superintendent

REGULAR READERS of *NCPS* will notice the magazine has a third more pages, a few format changes, and more features and news items concerning some of the things that are happening in our public schools. Some 50,000 teachers, administrators, public officials, and interested citizens will receive the publication four times during the school year instead of the usual nine issues. All of us hope you will like the new arrangement – in any event the staff wants to hear what the readers think.

AND SPEAKING of the magazine – during the summer the members of the staff received three well deserved awards in the annual judging of education publications by EDPRESS, the national professional organization for education publication staffs. Recognition for tops in their classification of a state publication were first place awards for Best Cover, Best Feature Article, and Best Typography. This is the second straight year of national recognition for the outstanding work of Kay Bullock, editor; Pat Bowers, graphic artist; and Nancy Jolly, writer.

EARLY IN SEPTEMBER some 75 members of the newly merged NCAE held the first meeting of the State Education Agency Unit here in Raleigh to make plans for the new organization year. After months of negotiations and working out many details the officers of the N. C. Teachers Association and the N. C. Education Association merged July 1 into one professional organization, the North Carolina Association of Educators.

Since the merger, several of us have had the opportunity to meet with leaders of the NCAE to discuss ways and means SDPI and NCAE can best work together for the professional improvement of public education.

Already leaders of NCAE have met informally with members of the State Board of Education; regular monthly sessions with the ten members of the Department of Public Instruction Executive Staff and key staff leaders and officers of NCAE have begun; and the State education agency will be represented at all of the 15 district meetings.

TELEVISION will be used extensively this year in order to acquaint more and more teachers with what is going on in public education on a State-wide basis. Not only will more television courses be taught on a regular basis directly to individual classrooms, but students, teachers, and the general public will be able to get a pretty good idea of what is going on through a special program every Wednesday at 3:30 p.m. These programs are being produced by staff members in cooperation with WUNC-TV, our State-wide educational television network.

STATE FAIR – Part of the story of North Carolina Public Education will be told through the exhibits of Department of Public Instruction during the nine-day State Fair, October 16-24. This year, instead of having several exhibits scattered over the fairgrounds, all of them have been combined and will be located in the Industrial Building. Our people have been working on this for months and are excited over the possibilities. Among the features will be exhibits helping to tell the story of Early Childhood Education; Audiovisual Activities; Cultural Arts; Food Services; Student Teaching; Public Information; and the many areas of Occupational Education.

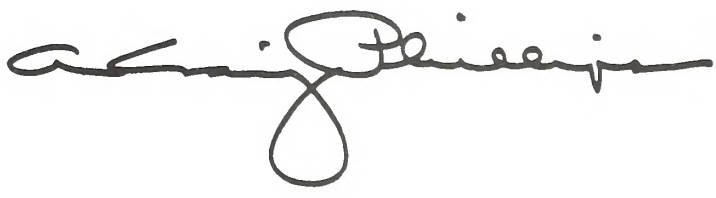
Whenever possible, students, teachers, and staff members will participate in actual demonstrations. Be sure to drop by the Industrial Building – you may be amazed.

NOW THAT the more than 2,000 public schools have opened, we must make sure that what happens in the classroom means something to the child. While many may feel it is "business as usual," we won't be accomplishing much if we continue, without improvement, to do things in the same old way.

Those of us in the public education business know full well we cannot do the job that needs to be done without the help of large numbers of people throughout this State. Recently fingers of criticism have been pointed in the direction of the public school. Some of it is partially justified and some of it is based on confusion and misunderstanding.

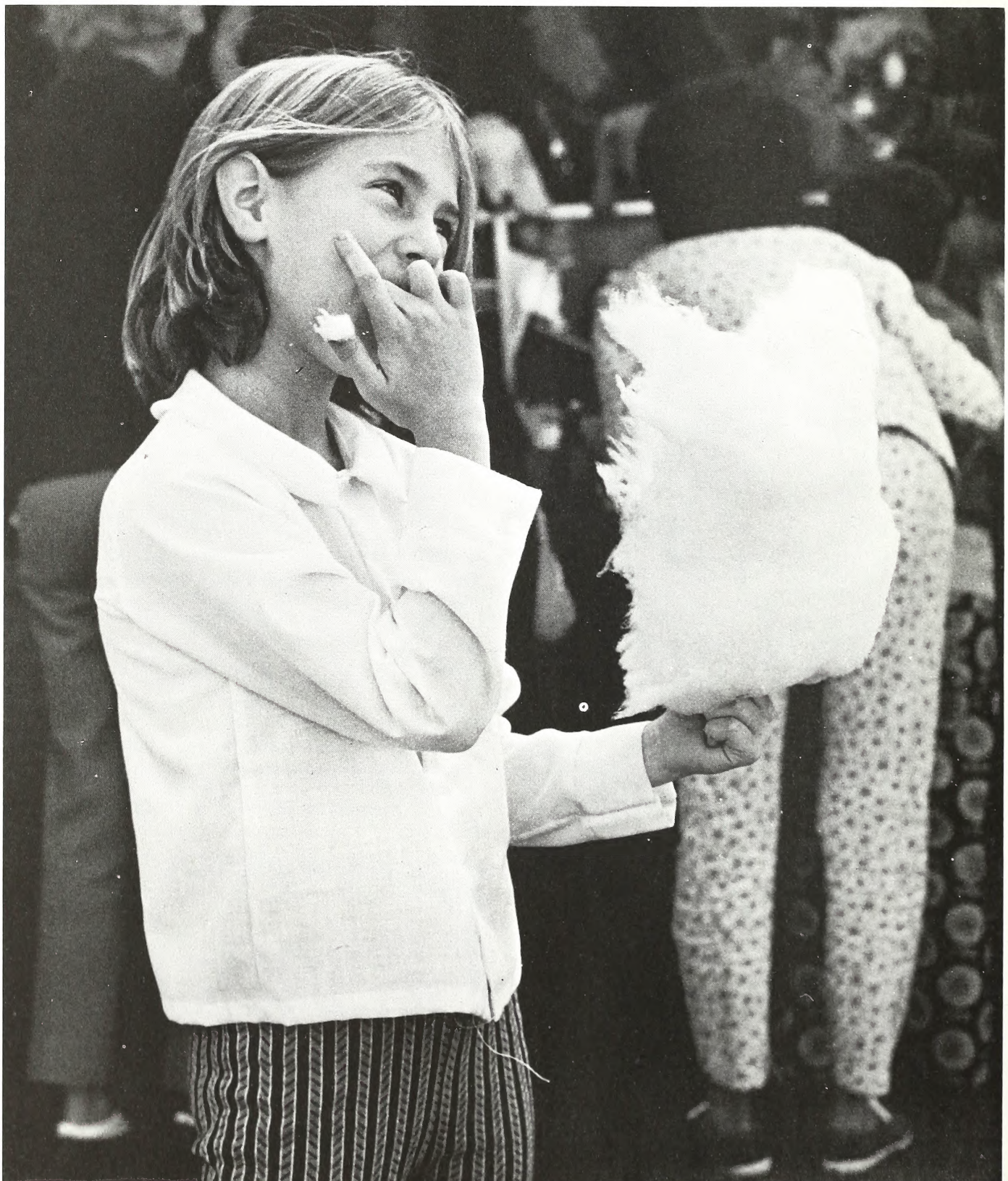
Perhaps it is the responsibility of the administrator, the board member, and the teacher to communicate – tell the story of what is going on now in the school, what can be accomplished, and what is necessary to do the job. None of us, especially the professional, should ever forget to play our part in keeping the public informed. A well informed public is a supporting public.

A successful, meaningful, worthwhile program of learning to live, as well as learning to make a living, can best be achieved by all concerned having a part in the plans, the actual operational decisions, and the evaluation of the product. This partnership must continue. ■



North Carolina's Noisiest, Smelliest, Largest Learning Lab

THE STATE



FAIR

OCTOBER 16-24

If a learning laboratory is a place where you learn by doing, then the North Carolina State Fair is the largest one in the State. It's also the noisiest, smelliest, and most exciting for thousands and thousands of school children who crowd its gates each year to poke their noses and teeth into the rich offerings.

It's easy to forget what acres and acres of carnival land look like to a child four feet tall who hasn't been to the fair since last year. And then it's all down there waiting – flags and tents and sawdust and music.

Suddenly he's standing in front of a tent listening to a big, red-faced man selling vegetable choppers. "Awright folks," the man shouts, waving big oily hands. "This is the handiest little dandy in the WHOLE WORLD!" But he looks down at the children with a glare that says he knows they haven't got $2.98.

"Aw, come on," one kid says, dragging his friend into the exhibit building he promised his teacher he'd see. Up and down and around the rows they trail, peeping into the booths, held spellbound by anything with moving parts or blinking lights. But then they spot a sign that says "Free Fudge." They return three times trying to look different, but the chocolate stuck to their chins and fingers gives them away. Finally the woman behind the counter says, "Little boys, you're gonna get plumb sick off all that candy."

The next building is filled with rows and rows of cows, and in one corner a small boy scrubs a small, spotted calf. "That your cow?" the kids ask. "Yeh," the boy says, "but it's a *steer!*" The children leave, pretending they knew it all the time.

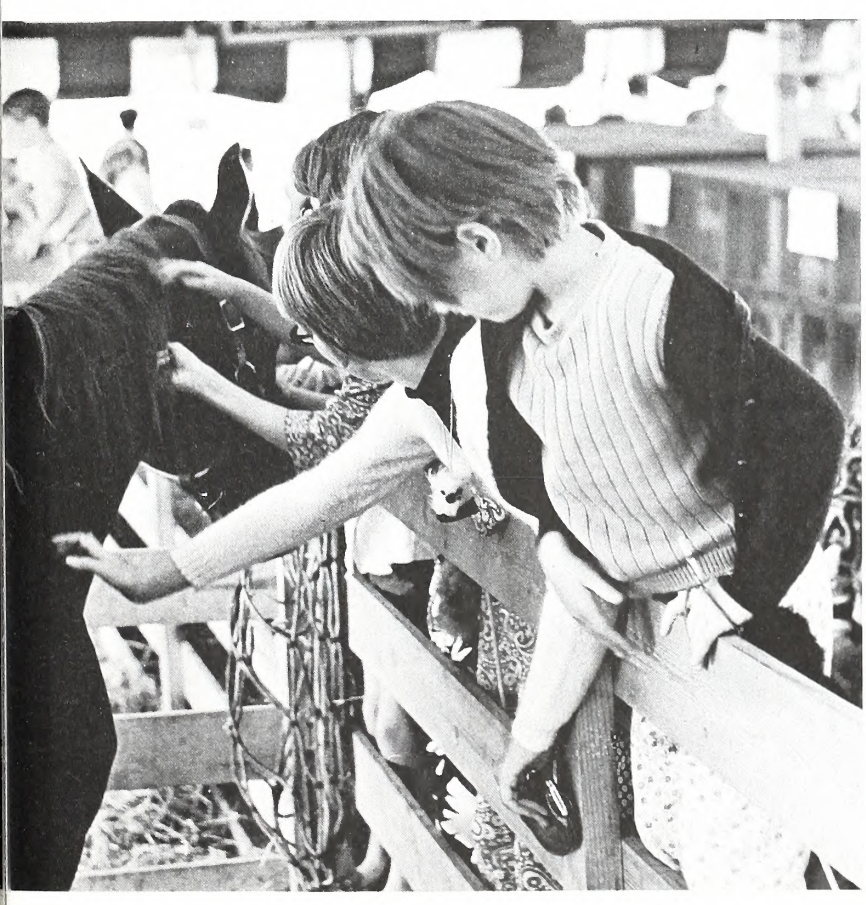
Now the children head down the midway and buy a ticket for the big ride, the one that looks like a ferris wheel but spins over and over as well as round and round. As the engine starts and the machine begins to move, they look like they'd like to change their minds. But when it's all over, they troop down the ramp like so many conquerers and proceed to the next ride.

The rides make them hungry, so they bet each other that they can't eat two foot longs, "all the way." One of them almost chokes getting down the last bite along with part of a dead yellow jacket. "Best part," he boasts.

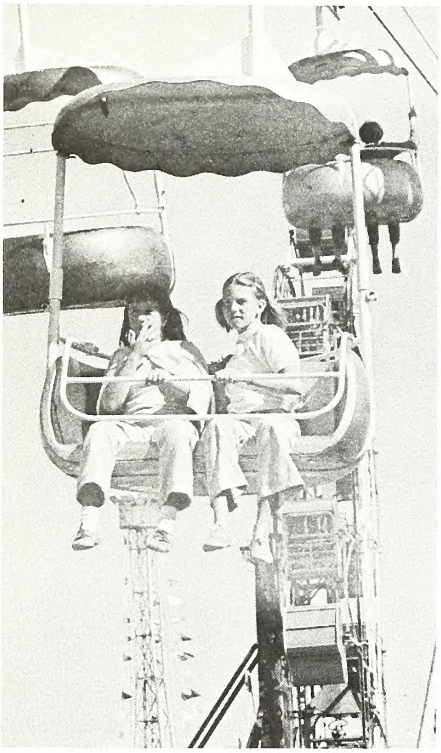
A pearl-handled pocket knife glints in the sun catching their eyes, and they toss rings for it until their pockets are empty. But the only prize is a plastic doll with feathers.

And it's over. Time to find the gate where their mothers are waiting. "Aw, let's stay tonight," they beg.

"It'll be here next year," one mother promises. But next year is almost never when you're four feet tall. (NJ)



North Carolina's Noisiest, Smelliest, Largest Learning Lab: THE STATE FAIR



FAIR EVENTS

A live kindergarten, closed-circuit television, a food service kitchen, and many other features will highlight the "Schools in the Seventies" exhibition at the N. C. State Fair in Raleigh, October 16-24.

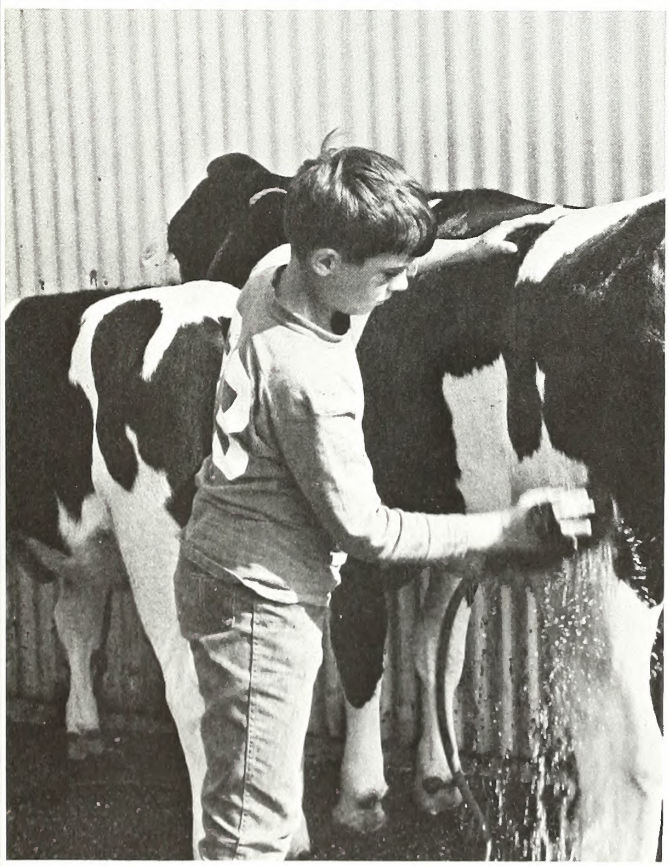
"We expect to display equipment, materials, and other teaching methods actually operated by students themselves during our nine-day participation. We feel that during this period thousands of citizens will be able to actually see and hear some of the exciting things that are being experienced in our public schools," State Superintendent Craig Phillips said.

All areas previously allotted to the State school department will be placed together in two large spaces in the Industrial Building at the fairgrounds. The main education exhibit is 20 x 80 feet and will be constructed as a "walk-thru." In this space the live kindergarten will be housed as well as the school food service kitchen. At scheduled times kindergarten classes will actually be in progress and staff members will prepare food samples for distribution to fairgoers.

The Division of Educational Media will show the latest in audiovisual methods and explain how they are used in the classroom. The Division of Cultural Arts expects to have classes in art, demonstrations in music, and examples of techniques used. Wall spaces will display examples of student work and photographs of the many facets of public school activity.

A smaller area, 10 x 70 feet, will house Occupational Education activities, student teaching, and exhibits from individual schools.

Special activities, which will involve students, teachers, and citizens, will be featured daily. ■



Freddie Reeves and Associates

by Wally McCullock, Public Information and Placement Officer, Division of Vocational Rehabilitation, State Department of Public Instruction

Since June 3, 1920, when President Woodrow Wilson signed the Rehabilitation Act, a total of 127,905 North Carolina citizens have been restored to gainful employment by the Division of Vocational Rehabilitation. Freddie Reeves, of Goldsboro, was chosen to represent all rehabilitants at the 50th Anniversary Celebration in Raleigh in June.

A sign displayed in front of a place of business in Goldsboro, reads: "Freddie Reeves and Associates." Behind this sign is one of the most amazing stories in the files of the Division of Vocational Rehabilitation.

When Freddie Reeves was in his early school years, he was taking part in one of his school's annual May Day programs. Full of energy as all young boys are and wanting to make a good impression on those watching, he was running and playing a little too hard – he fell and injured his back. From this injury he developed rheumatoid arthritis and a long series of hospital treatments followed. When the arthritis had run its course, Freddie was relegated to the role of a completely bedridden invalid.

By 1948 he had become so badly disabled that he could move only his arms; he was flat on his back, stiff as a board, unable to bend his knees, back, and his hips. Freddie was in no pain, but had become quite obese.

In 1949 it was the opinion of an orthopedist that Freddie was too severely handicapped to attempt any type of rehabilitation. The statement was made to Freddie's Vocational Rehabilitation counselor, J. J. Beale (who is now retired), that it would be best to forget this client since rehabilitation was not feasible.

However, Mr. Beale could see something in this client that others could not. He saw a human being who had desire, drive, determination, and motivation. If he could only make these qualities work to the client's advantage, he sincerely believed that he could help the client make a useful life for himself.

The counselor "pulled no punches." He told Freddie that if anything was to be done for him it would be necessary for him to lose weight – a lot of weight; he explained to him that his rehabilitation would depend largely upon his own will and actions. Freddie considered this advice very carefully – advice that could conceivably change his life.

Beale states that "the key" to Freddie's success is that he denied himself because he "wanted to do something – anything." The client lost 50 pounds in about three months.

Freddie then traveled by ambulance from Goldsboro to Rex Hospital in Raleigh where he was again examined. According to the orthopedist, the outlook was not hopeful: "His spine is almost completely fused; he has little motion remaining in his neck . . . His knees and hips are solidly fused in a straight position . . . The only prospect of any relief is to make false joints in both hips so that the patient can be raised to a sitting position and get about in a wheelchair . . . but in all fairness I must say that the possibilities of rehabilitation in this case are rather remote in my opinion."

An osteotomy of both hips was performed. This operation allowed Freddie to either lie down *or* sit – previously he had only been able to lie down. He could now use a wheelchair. The citizens of Goldsboro formed a "Freddie Reeves Club" and raised $600 to assist with the cost of the client's rehabilitation. With this money (plus State-Federal funds) the Division of Vocational Rehabilitation was able to complete his treatment and buy an electric wheelchair that enabled him to "get out" from the four walls of his home. His counselor stated in a contact report dated November 21, 1950: "I don't believe that I have ever seen any one piece of equipment mean more happiness to a person than this wheelchair."

The client was then thoroughly tested by his counselor and found to have an aptitude for accounting or bookkeeping. He was enrolled in a twelve-month accounting course at the Crumpler Business School in Goldsboro. In January, 1951, Freddie began the greatest adventure of his young life.

He continued to live at home and traveled the one mile to and from school via his electric wheelchair. The trip each day necessitated his riding down the streets of Goldsboro. Therefore additional equipment had to be ordered for his wheelchair: head and tail lights, a rearview mirror, and a double speed range switch (in order that he could climb the inclines that were between his home and the business school). A civic club constructed a ramp so that he could get into the school with his wheelchair.

Freddie traveled back and forth to the business school for a full year. In spite of the distance, he was able to maintain good attendance, missing only a few days because of bad weather. Mrs. Crumpler, owner of the business school, reported that Freddie led his class the entire time he was enrolled. He maintained straight A's.

After his graduation from business school, Freddie won a local election for justice of the peace on a write-in ballot. He also became a notary public. He started soliciting business and the first year earned a total of $35 by filling out seven tax returns. Business was slow and Freddie and his family remained on welfare; however, in 1958 he was doing so much better that he picked up the telephone one day, called the welfare office, and asked them to discontinue his check – he was now able to financially care for himself and his family.

In 1964 Freddie's income totaled $20,000. Last year he earned and paid taxes on $30,000. He employs five people in his business, including four secretaries. He owns several pieces of property and his own home in Goldsboro.

Freddie's entire rehabilitation cost the taxpayers of North Carolina $1,491.58. He now pays, in the form of Federal and State taxes, much more than this amount each year.

This forty-three-year-old man's rehabilitation was accomplished largely because of his own determination, willpower, and motivation. Due to his will to succeed against seemingly overwhelming difficulties, Freddie Reeves stopped the "poverty cycle" of an entire family. He has been freed from the confines of a bed and four walls and is now able to render valuable services to his fellow men. ■

Little Kids Go to HIGH SCHOOL

When New Hanover High School opens every morning, passersby are likely to look a second time at some of the pupils going to class. Sighted among the knees of the 2,900 secondary students are 25 mini-pupils, ages two to five, also arriving for the school day.

They are enrolled in a nursery school program operated by the Home Economics Department. Although the program has been functioning since 1942, it was only four years ago that high school students began to study for credit in what now is called the Child Care Aide course.

Mrs. Vivian Baynes opened the nursery 28 years ago at New Hanover High School and, except for a few years when her family was growing, she has continued to serve as its director. Along with her assistant, Mrs. Myrtle Harrell, and the nursery school's cook and maid, Mrs. Mary Gaines, she conducts a variety of daily educational and healthful activities for the children, many of whom have been on her waiting list since the day they were born.

From the time they arrive, the preschoolers follow a flexible schedule which includes a check by School Nurse Mrs. Christine Boone, supervised play periods, educational television, music, stories, show and tell sessions, hot lunch, rest period, and outdoor play and exercise.

With the increased emphasis on preparing high school students to be able to "do something specific" by the time they graduate, New Hanover High School began to allow academic credit for students who completed a year's instruction in child care, with Mrs. Baynes as the instructor. Students — boys as well as girls — had for years been allowed to work with the children during free time before and after school, during study halls, and during lunch hour. Now the four-year-old course requires that credit-seeking students complete not only their class-time obligations but also 60 hours of nursery school work beyond those taken up in class. A new prerequisite also specifies that from now on, enrollees must first have satisfactorily completed one year of Introductory Home Economics, Boys' Home Economics, or Family Life Education (the last not offered in New Hanover County, but included for the benefit of outsiders moving in who might not have had one of the other courses).

So far no boys have enrolled, but Mrs. Baynes nevertheless encourages them to participate as non-credit helpers. "I feel that their work is beneficial, particularly with children who are from fatherless homes," she says. Boys join the effort for a variety of reasons. One year, for example, Mrs. Baynes enlisted the aid of the football team captain. He agreed to try the situation, found he liked it, and without trying, attracted the help of other boys who decided that if an athletic star didn't object to spending spare time in nursery school, they saw no reason to either.

"We do not consider this a baby-sitting situation," Mrs. Baynes notes. "The child is here to learn, and we are here to see to it that all the experiences are learning ones. Also, I want to be sure that the parents know that nursery schools are not supposed to take the place of the home. Parents have to understand that their children are dependent upon *them* for emotional stability."

There are certain expectations of the children enrolled. Each must be able to do the following:

1. Remove his own wraps and place them in his locker.
2. Manage his toilet routine.
3. Use his own towel and washcloth — effectively.
4. Drink one small glassfull of juice a day.
5. Taste everything on his plate at lunch.

The child care aide trainees who assist in all of the daily activities are high school seniors. They learn not only how to entertain the preschoolers but also how to teach them skills appropriate for their ages. The five-year-olds, for example, are given appropriate kindergarten-level instruction. Since there is always a possibility that the cook may have to be absent sometime, the girls learn, under the instruction of Mrs. Gaines, how to prepare hot lunches for the children. She boasts that some of them turn out to be quite proficient in the kitchen.

Since the girls eventually become well-known to the children, some parents employ them as baby sitters. And since Wilmington is a resort city, Mrs. Baynes has helped several girls find summer jobs as baby sitters in nearby beach motels.

Once a child is registered in the school nursery program, he usually goes back each year until he is old enough to go to school. The age bracket for enrollees is technically two to five, but no boy or girl who becomes six during the year is dismissed. "We try to take four two-year-olds at the beginning of every year and maintain a general class balance of 50 percent boys and 50 percent girls. When we have an opening, we go to the waiting list, which now numbers 85, and select the first appropriate child — by that I mean a three-year-old boy, a two-year-old girl, or whatever." Some of Mrs. Bayne's present aide trainees were once enrolled in the nursery and kindergarten.

At New Hanover High School the weekly $8 fee for each child pays for food, toys, equipment, and salaries for the assistant and the maid/cook. Utilities are furnished by the school as is the space, which consists of a nap room and a lunchroom, in addition to the main school room used.

Child care facilities are in growing demand throughout North Carolina. New provisions for center licensure by the North Carolina State Department of Social Services do not prohibit 17-year-old graduates of such training programs from being employed as aides in licensed day care centers (licensure is a strictly voluntary measure on the part of center directors). Issued in July, 1970, the only provision regarding staff age is as follows:

"General good health with plenty of energy; neither too young to exercise mature judgment in caring for children nor too old to function with physical and mental competence. The director shall be at least twenty-one years of age."*

From now on, then, the girls who, upon graduation, have not turned 18 will no longer have to delay their child care aide career ambitions for roughly one year, even where Social Services-licensed centers are concerned, according to Mrs. Patricia Gustaveson, licensing supervisor, Day Care Services Unit, State Department of Social Services.

Mrs. Kitty Lyons, SDPI occupational educational consultant, notes that 10 Tar Heel schools now have child care aide training courses similar to the one at New Hanover High School. (JLN)

*From *Day Care Center: Standards and Requirements for License,* First Edition, North Carolina State Department of Social Services, 1970.

College Students Tutor Disadvantaged

The little boy who lives way back up in the cove is shy, pale, and very sad at times. He's been in the second and third grades twice now, and during the winter he's absent from school more than he's present.

Nobody knows exactly why this is so. But they do know that he gets very excited sometimes. And happy. Especially when his tutor visits twice a week. She helps him learn to read and understand numbers. And best of all, she talks to him. And listens.

The two of them take walks and play games. And the little boy is excited beyond containment as he clings to his tutor during a visit to Mars Hill College. It's his first ice cream cone and the first time he's seen a swimming pool. He gets in, still clinging to Delores, his tutor.

Delores was one of about 180 student tutors at Mars Hill College last year. The Student Tutor Corps provided about 4,320 contact hours of tutoring during one twelve-week period at 23 different locations.

The tutor program is just one aspect of community involvement at Mars Hill College. It is operated under the Community Development Institute which was made possible by a grant from the Smith Reynolds Foundation. John M. Hough, Jr., is director of the program.

The tutoring – or other field experience – is required for all education students at Mars Hill prior to their student teaching experience. It gives them a 'first-hand' view of school from the child's point of reference and personal experience in relating to a child who has difficulty with school.

The program began at Mars Hill in January of 1969. Within four weeks invitations to participate were given to 30 students, responses accepted, organizational meetings arranged, and a two-week orientation period completed.

Students were sent into diverse areas of the community: urban and rural black communities and low-income white areas of rural Madison County. Their orientation program was directed toward giving them a broad cross-cultural experience in the values and mores of each setting, said Dr. Hough.

That first semester 10 students were assigned to an urban ghetto to relate to black children on a one-to-one basis. Two others tutored small groups of black children in "Long Ridge," a neighborhood adjacent to the town of Mars Hill.

Ten students were sent to the isolated mountain area known as Spillcorn. Each was assigned to a family and was supposed to tutor one child. They ended up, said Dr. Hough, tutoring a family group of three to six children. A fourth group of students traveled to the public high school in Marshall where they tutored 55 high schoolers twice weekly in algebra, history, biology, English, business, math, and science.

Grover, the little boy mentioned earlier, and his tutor, Delores, are good examples of the two-fold purpose of the Mars Hill Program. It was meant, said Dr. Hough, first to help the Mars Hill students become better informed, more experienced teachers. "And if a tutor doesn't end up being a teacher, he will have a wealth of experience relating as a parent or concerned citizen to educational problems," he said. The second goal was to help the disadvantaged child learn the academics of reading, writing, and arithmetic. "But more often the goal became one of helping change the child's attitude toward learning and school," said Dr. Hough.

He feels that the relationship between the tutor and his pupil is just as important as the actual "book learning" that takes place. "Until the child trusts or even likes his tutor, he's not likely to learn a great deal or change an attitude very much. When the tutor has made the first hurdle in getting his little friend to respond to him as a person – relaxed, happy, and talking – then the two can work on numbers, games, words, etc. And finally there will be books to read, stories to tell, and things to write," he said.

During the fall of 1969 the program grew to about 80 students from nine different academic fields. Each tutor spent an average of two hours each week tutoring disadvantaged children in Madison and Buncombe Counties. And many, according to Dr. Hough, spent as many as eight hours in travel time each week. The tutors are reimbursed for their travel expenses, and those that travel any distance go in groups.

As the program grew the settings for tutoring grew even more diverse: mountain homes, public schools, city facilities such as orphanages, and the Mars Hill Baptist Church, where kitchen facilities and educational equipment allowed the students to plan a controlled tutoring situation two mornings and two afternoons each week.

As the students ran into one difficulty after another, the tutor seminars became more and more important. "We learned from early experience that the seminar was absolutely essential for the tutors," said Dr. Hough. Many of the tutors deal with problems the experts can't always solve: cultural versus mental retardation, for one.

But despite the problems, the tutors like it. Most say that the seminar is the most important college class they've had. "It's really a seminar and not just a lecture," said one student.

"I found out who I was," said another, and "This will affect every relationship I enter from now on," was yet another response. Some of the tutors, of course, will never enter the teaching profession. But Dr. Hough estimates that 75 percent have already entered teaching, and a few have changed majors to do so.

The fall program is being spurred by another grant from the Reynolds Foundation – $65,000. The foundation has, in fact, given the Baptist senior college a total of $139,519 since 1968 for various academically based programs in community service and off-campus learning.

The current grant is being used to further the tutorial program, to recruit public school teachers to train the tutors, and to evaluate the impact of tutoring on student attitudes toward learning. There is more one-to-one tutoring, and both tutors and children are screened so that interests may be matched.

Other "service learning" projects at Mars Hill include an Upward Bound program for about 70 local high school underachievers, co-sponsorship of a VISTA program, and placement of students in public and private agencies for class-related observations.

The college also offers its 1,300 students a dozen service-learning courses along with standard studies.

"What we are after," said Mars Hill College President Fred B. Bentley, "is an educational experience which has value – value to the student and to his society." The service-learning approach doesn't imply that the college is going to remake the world or that all experience outside the classroom is meaningful or academically legitimate, he said. But it does imply, he feels, that education can't be kept in a neutral or objective vacuum. (NJ) ■

THE AFRICAN PARADOX
or All About Abebi

The magazine rack in the college bookstore could have been anywhere: the stacks of publications included *Time, Newsweek,* and *The Reader's Digest.* I reached for something a little different, a flashy magazine called *Modern Woman.* First came the ads: "A little love and Ferelan goes a long way," the children's vitamin supplement promised; and Blue Omo said it would "Wash frocks brightest." Then I found Abebi.

"If I don't marry Abebi, no other man will," the story began. "But another man did when Oye was rejected by an Oracle." To Western eyes — mine — a clear paradox: a modern woman's magazine with a story involving oracles?

But the magazine and the bookstore were African. Ibadan, Nigeria, to be exact. Last summer.

Other than visiting a foreign country, there's no better way for students to learn about another culture than to read their stories, books, and newspapers; listen to tapes of their people tell what they do and why; examine art objects, cooking utinsels, etc.

And that is why, basically, 12 Tar Heel teachers spent almost seven weeks in West Africa last summer. Most of the information they gathered went into their eyes, ears, and nostrils. Much of it, however, came back in overweight suitcases, by mail, or by boat, and included everything from "stools" used as thrones by the Ashante people in Ghana to colorful leather goods sold by Hausa traders on the streets of Ibadan, Nigeria.

Ibadan, like most things West African, is another paradox: the modern, multi-storied Cocoa Building towers above acres of tin-roofed shacks that are the City Market, where ball point pens are sold only a few feet from dried cockroaches, bought for protein. In the Cocoa Restaurant the rich can feast on pizza and hamburgers, made with bagel-like buns. But in the market a trademan pushes a fresh goat carcass beneath a shopper's nose. A few inches from his bare feet runs a small dark

stream – on closer examination, an open sewer.

Following the meat industry further, one can discover the cattle market on the outskirts of the city. Hundreds of long-horned, thinnish cattle mill in a muddy field as the men argue in their native tongue, prodding the animals with sticks. Try to take a picture and the assistant veterinarian is liable to rush up and insist that you visit the veterinary clinic where the animals are innoculated.

Nigerians – or the Yoruba who dominate the nation – are proud people. They're proud of their culture and they want visitors to see more than open sewers and muddy cattle auctions. And the teachers were willing to see.

There's more, of course, to learning than just seeing. Leaving the cattle market, the teachers crowd into a lorry after bargaining for the price of a ride back to Queen Elizabeth Hall at the University of Ibadan. Cameras and tape recorders hang from their necks; wood carvings and lengths of cloths fill their arms.

The North Carolinians were a part of a group of 132 teachers who visited West Africa last summer on an educational program sponsored by the African-American Institute, a New York based, non-profit organization that promotes African-American exchanges. The Tar Heels' travel and study was funded through grants from the U. S. Office of Education, the Rockefeller Foundation, local school units, and private funds.

The study program itself was unique. Never before had such a large group of American teachers visited Africa to study at African universities. North Carolina's part was particularly unique. The State is the only one in the nation introducing African studies into the social studies curriculum on a State-wide basis. Other areas have done it by city or system but North Carolina is the first State to put Africa into the curriculum across the board. H. Thomas Collins, director of School Services for the African-American Institute, calls the effort "a real breakthrough."

According to John Ellington, social studies consultant for the State Department of Public Instruction and a member of the African "team," the introduction will take place at the seventh and tenth grade levels during the 1971-72 school year. The innovation, however, is just a part of an overall social studies revision for grades K-12. (See related story, page 15.)

Ellington said that North Carolina history, traditionally studied at the seventh grade level, will be treated in both the eighth and ninth grades. In addition to Africa, seventh-graders will study Asia, and the Pacific Islands.

Regardless, one might well ask, "Why Africa?" And one answer is the fact that Africa has long been overlooked in the Western curriculum. The standard joke goes, "Isn't Africa a country?" And much of what is studied about Africa is all wrong or emphasizes the exotic. Pigmies, wild animals, and safaris, for example, are all wrong – at least in West Africa. Pigmies, for one thing, comprise only a small part of the continent's population. And in West Africa the only wild animals to be seen are in zoos. All the wild animals have been eaten or shot. So one reason for an emphasis on Africa is to get the story straight; banish the myths.

The North Carolina teachers couldn't possibly accomplish this in seven short weeks. They could, however, and did get sources of good materials from African experts, collect some materials themselves, and generally prove to themselves that the myths are indeed myths. In addition, the group will be involved in developing sample study units for the 1971-72 inclusion as well as planning and participating in in-service activities for other teachers this year. They will also be used as resource persons for regional workshops and conferences.

"Since the African nationalistic movement came to a head in the late 50's – Ghana, in 1957, was the first nation to achieve independence – Africa is growing in prominence in world affairs," said Miss June Gilliard, another State Department of Public Instruction consultant on the trip. "We cannot afford to overlook it," she said.

Another basic reason for a study of Africa is the need for black identity and cultural definition in America. Whites can try to imagine a blank where European history exists, and the gap that exists for blacks is clear.

"A man has to realize that he has a past before he can have a future. And you can't have an identity without a name . . . a past," said Mrs. Margaret Cousins, a teacher at Hillside High School in Durham.

During their summer experience the teachers were enrolled in universities in Ghana and Nigeria, living much as African students might: eating the same basic foods, prepared, perhaps, a little differently in deference to the Americans; sleeping in the same beds; and hearing the same professors lecture on everything from literature to religion, and economics to history.

In addition to lectures, there were field trips to villages, various industries, and cities. Many, however, and Mrs. Cousins is one, said they learned more from wandering in small groups or alone, making African friends, tasting their foods, smelling, seeing, and touching.

"It's not that I haven't studied about Africa before. But you can't form an opinion unless you get to the source yourself," she said.

Mrs. Cousins was befriended by a woman who owns an import-export shop in Ibadan's Imperial Hotel. She closed down her shop one day and took Mrs. Cousins on a tour of the city. At a goldsmith's shop she saw jewelry made, from ore to finished product; in the market Mrs. Cousins discussed the use of cooking utinsels with the people who use them; and at the beauty parlor, saw women braid hair in the intricate, traditional African manner. "The newest style there is known as the Afro-cut, a very complicated arrangement. Our 'Afro' is the natural style to them," she said.

From the beauty parlor they went to a seamstress. "Ready-made clothes are practically nonexistent in West Africa. People have their garments made at little shops, where an order can be completed in a day," said Mrs. Cousins. After the visit to the seamstress, the two went to visit some of the woman's relatives for a "naming" ceremony. "There was a large crowd of women present, and they brought out a little eight-day-old baby to name it," she said.

Her friend, said Mrs. Cousins, is "of the elite class since she's been able to set herself up in a shop. She has no working hours – opening and closing her shop whenever she's ready. A very independent Nigerian woman," she said.

"I learned so much from the people. You've got to talk to them to get the feeling of the country," said the lively, petite teacher. One thing she found was that the concept of beauty is different. "Obesity is a sign of beauty. It shows that the husband keeps her well fed," she laughed.

The group was in Kumasi, Ghana, for the "enstoolment" ceremony of the new Ashantehene, the titular head of the ancient Ashante people. (Enstoolment is an enthronement ceremony with gold "stools" used instead of thrones. Chairs, for ceremonial purposes, are called "stools.") No one saw a "stool" at the ceremony, since that part of the ceremony is carried on in private. They did, however, witness a public festival in the city's sports arena with thousands of Ghanians gathered to honor their leader.

Time magazine's account of the affair a week later drew the teachers' fire. Kumasi was called "a bejeweled city in the jungle moonlight." The city is located in the rain forest; however, much of the tall growth, such as mahogony, has long since been timbered and carried away to be made into Queen Anne tables. Then there were *Time's* "oiled skins of the tribesmen," most of whom probably lived in the city and were tribesmen to the degree that Scotsmen are clansmen. "Myths die hard," said one teacher. "One reason is that myths make good reading. But that doesn't let *Time* off the hook," he said.

So does the truth. And the teachers' summer experiences may help to blow a few myths. The tapes and slides they made, for example, will be duplicated by the State education agency for classroom use. Other materials like newspapers can also be compiled and duplicated for students.

Paradoxes, however, remain. And many of the teachers concentrated on capturing them: a tape of a chief demonstrating talking drums and explaining them in Oxford-style English; Coke signs as a background to women pounding wash in a stream; orange-headed lizards napping in the sun atop air conditioners; and "All About Abebi."

North Carolina teachers on the trip were Mrs. Clarice Sellers – Ranson Junior High, Mrs. Patsy Rice – John T. Williams Junior High, and Mrs. Eva Wylie – the Model Cities Project, all of Charlotte; Mrs. Ruby Murchison – Washington Drive Junior High, Fayetteville; Mrs. Margaret Cousins – Hillside High, Durham; Miss Harriet Parrish – supervisor, Miss Jo Ann Easley – North Forsyth High, and Benjamin Henderson – Jefferson Junior High, all of Winston-Salem; and John Ellington and Miss June Gilliard, social studies consultants with the State Department of Public Instruction. ■

Editor's Note: The preceding article was written by Nancy Jolly of SDPI's Public Information and Publications staff, who joined the North Carolina group in West Africa for about three weeks. The trip, however, ended in tragedy. Mrs. Jean Poole of Rockwell, a teacher at John Knox Junior High School in Salisbury, died in the University of Ibadan College Hospital on August 12 of a ruptured liver, according to the preliminary autopsy reports. The following is a tribute to Mrs. Poole written by Rose Post and published in the August 18 edition of the *Salisbury Post:*

Jean Poole's body is being brought home today.

But Jean Poole's message – that people who care can leave a better world than they found – was here when the news first came last week that she had died while on a study trip to Africa.

The first reaction was shock.

One boy's voice was horrified.

"Mrs. Poole's dead."

His face looked like his voice sounded, begging to be told it wasn't true. Jean Poole, Knox Junior High teacher, dead in Africa. Written down in black and white.

But not to be believed.

Not then.

Not now.

People like Jean Poole don't die.

Not suddenly.

Not in the middle of things.

And she was always in the middle of things.

For her to die, the boy said, was unfair, and she was never unfair.

Not Mrs. Poole, with her pretty blonde hair and her short skirts ("because they help kids know I'm part of them, that I'm not condemning what they do," she said once, half apologizing for being a mother and a teacher with a skirt a couple of inches above her knee before other women had had the courage to fall in line.)

Not Mrs. Poole, who always looked right at you and was never, never too busy to listen when something was bothering you. "She's the Dear Abby of Knox Junior High," someone said once, laughing. And serious.

Because it didn't matter what the trouble was – an assignment you couldn't understand, a friend you were having trouble talking to, something that happened at home, understanding a headline in the newspaper – you always KNEW that she had plenty of time to listen and to try to help work it out.

"I knew she wouldn't ever say 'no' if I asked her," a student said. "She liked to help. She cared about me. And all the others, too. But she really did. She cared about me."

And all the others, too.

She was caring at Knox last year when she talked the student council into being concerned about safety at the corner of Parkview Circle and Mahaley Avenue. And she was understanding students when she agreed to go along with their plan to "shock" the student body into a realization of the danger by pretending that one of the popular, well-known boys had been hit at the corner and making an announcement – herself – about it on the intercom.

Some people complained. It was a terrible thing to do, they told her. "It scared me to death." Well, she responded, that's just exactly what the kids wanted it to do, so their judgment – and her faith in them – was justified, and that one incident virtually corrected the safety problem.

She was caring the day she took her lunch hour to knock on another teacher's door.

"Mr. Banks," she said to the black teacher, right in front of the class, "may I borrow your knife?"

"My knife?" he asked. "I don't have a knife."

"Sure you do," she said. "All black men carry knives."

And if looks could kill, she said later, she would have been dead from the stares of students stunned that she had dared to insult their teacher.

But they found out that one of their myths – that all black men carry knives – was a myth.

And they forgave her while she contributed her lunch hour for two weeks so that she and Luther Banks, a black teacher, could explode all kinds of myths for a group of ninth graders taking civics.

Those ninth graders spread the word – because human relations was something real when it was in her hands. There are those who say that two weeks helped change the climate at Knox Junior High School, which had been tense with the first year of full integration.

She cared when a new teacher needed help, when an organization said come, when her church said there was a job to be done, especially with children. Outstanding teacher, loving wife and mother, active Christian, participating citizen, a "second mother" to hundreds of children she had taught . . .

All the words were used as news of her death spread through the community last week.

And none of them were enough . . .

Jean Poole cared when she was asked to go to Africa, even though it meant seven weeks out of a summer she wanted to spend with her husband and three daughters.

"Bill said I should go," she said one afternoon early in June, standing in the hot sun in front of Knox. "He said he and the children could get along all right for just seven weeks and it could mean so much to my students . . . ."

And so she went, with all the zest she put into everything she touched.

She always walked quickly, ready for tomorrow, sure that no matter what the problems – and she looked straight at them – that real people, caring about each other, could find good answers – and smile at each other while they found them.

We'll miss her advice, a teacher said, and her sense of humor, and her settling influence on sensitive situations.

But believe that Jean Poole is gone?

She wouldn't want that.

Her message is still here, moving quickly toward a better tomorrow. ■

SOCIAL STUDIES CURRICULUM REVISED

Social studies in North Carolina is taking on a new look. The entire curriculum (K-12) is undergoing revision.

According to Jesse Vuncannon, social studies director for the Department of Public Instruction, some parts of the revision have been adopted by most school systems in the State. And the entire plan, according to Consultants John Ellington and June Gilliard, has been in the making for at least five years.

The revised program, according to Miss Gilliard, is organized around major concepts drawn from anthropology, geography, sociology, economics, political science, and history. "A major goal of the program," she said, "is to enable students to develop an understanding of these concepts and to acquire the necessary skill in using them."

The basic pattern for the new sequence is from "near to far." Traditionally, the idea has applied only to the vertical organization of the content with studies in the first grade beginning with the child's immediate surroundings and proceeding to areas less familiar.

"But since children today are exposed to things outside their community at an earlier age, it is important that the 'near-to-far' approach be used in the horizontal organization as well," said Miss Gilliard. The kindergarten program, for example, begins with the child and his family and is then expanded to include children and families in other environments.

Most schools, say the consultants, have adopted the K-6 sequence. Textbooks for 4-6 were adopted for the 1968-69 school year with calls based on the new curriculum. The basic change for K-6 is methodology, said Ellington.

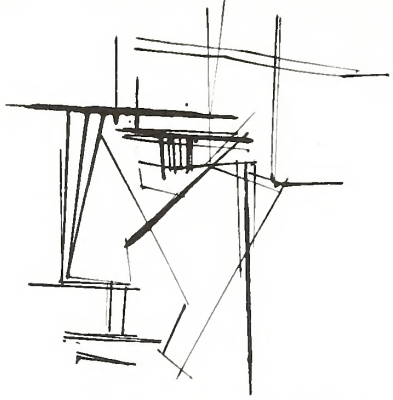
The largest content change, according to Ellington, comes at the seventh-grade level. The new program will include a study of Africa, Asia, and the Pacific Islands. North Carolina history, traditionally studied at the seventh-grade level, will be moved to the eighth and ninth grades.

The call for new seventh-grade textbooks went out this fall with classroom use slated for the 1971-72 school year. (Textbooks for 8-12 will be called next year and in the classroom by 1972-73.) In-service programs for this year will concentrate on the seventh-grade revision. Joining the African-American Institute last year, the State education agency began sponsoring a three-year program of in-service activities; college conferences and regional workshops will continue through 1971-72. (See related story, page 12.)

In-service activities emphasizing the revision, however, began some years ago and included many hours of individual work with various administrative units. Pilot projects for the primary curriculum were located in 10 CSIP schools and 2 kindergartens last spring. In addition, prototype units for K-6 are now available, and units for higher levels are being prepared.

The revision in most of the schools of the State, said Vuncannon, should be complete by the 1972-73 school year.

GRADE	OLD SEQUENCE	NEW SEQUENCE
K		Family
1	Home, School, and Community	Home and School
2	Our Community	Neighborhood and Community
3	Community, Now and Long Ago	Communities
4	Communities Around the World	State and Region
5	The United States	North, South, and Central America
6	Eastern Hemisphere	Europe and the U.S.S.R.
7	N. C. History, Geography, and Government	Africa, Asia, and Pacific Islands
8	U. S. History and Western Hemisphere Geography	United States and North Carolina Heritage
9	Civics, Government, and Geography	United States and North Carolina Heritage
10	World History and World Geography	World Cultures
11	United States History	World Cultures
12	Economics and Sociology, Government, and Problems of Democracy	The United States in Today's World



WHO'S GEORGE?

ANSWER EPITOMIZES GOVERNOR'S SCHOOL

Who's George? The question and its answers epitomize the Governor's School. George is the main character in a theater-of-the-absurd production presented last summer by students at the Governor's School in Winston-Salem.

"George" was played by two students: a white boy and a black girl. He had no lines but "he" was the focus, whether center-stage or off-stage, of each scene. And the scenes, which ranged from mystic interpretations or stock settings to sharp characterizations of archtypes, managed to give a panorama of, to be trite about it, life.

The play would have confused the ordinary student. But Governor's School students loved it. It was an experience to which they could bring different knowledges and talents to bear and come up with different answers, all of which were valid. George, of course, was everyman. But figuring it out wasn't for everybody.

And that's where Governor's School students part company with their fellows. They don't exactly part company. They go beyond. Each summer 400 of North Carolina's most intelligent and talented high school students (juniors and seniors) gather for eight weeks of resident study on the campus of Salem College. The program, funded from 1963 to 1965 by private foundations, has since been continued with public funds.

The students who attend are selected each year, according to James Bray, superintendent, on the basis of superior ability and quotas drawn from the pro-rated school population from the whole State. "From those nominated, State-level screening and auditioning teams select 400 with the greatest academic gift or artistic talent," he said. Tuition, room, board, instructional supplies, and books are furnished free. And the school is also free of the usual requirements which may be a part of their local school program. Unit credit is not given.

Many of the students interviewed last summer said that the experience was the first time they were allowed, demanded even, to let their minds soar, question anything, come up with anything they might, without being known as "eggheads," or lone wolves. "That's the best part," said one girl, "you can ask anything or say anything."

The idea of the school is to acquaint the students, who are considered future leaders in their fields, with the latest in techniques and theories. "We want to show them the thorny problems in their fields that need solutions and inspire them to creative activity on their own," said Dr. H. Michael Lewis, coordinator of curriculum.

The school offers three main areas of learning activity, each with its own emphasis on an aspect of personality development. All three, however, are integrated and complementary.

Area I is Special Aptitude Development. "This is the area of each student's special talent or giftedness and the basis for which he or she was chosen to attend the summer session," said Dr. Lewis. The areas include dance, drama, English, French, mathematics, music, natural science, painting, and social sciences.

Two thirds of the students' class time is devoted to Area I. Materials and methods for teaching are chosen to acquaint students with the latest developments in that field. Drama students, for example, worked with theater of the absurd ("George") and, as far as staging went, used multimedia sets and audience participation techniques. Music students studied Henry Brandt's "Voyage," a "space production," they called it, in which sections of the orchestra were placed in different parts of the auditorium, playing to one another and then together.

Area II is general Intellectual Development, in which students expand their interest and knowledge beyond their specialty to include as the school's descriptive literature calls it, "the whole spectrum of advancing knowledge." Dr. Lewis calls this area one in which "narrow specialities are transcended and seen as incomplete parts of a larger whole." A course in the "Logic of the Sciences and the Humanities" forms the nucleus, supplemented by readings from the Great Books of the Western World Series.

Area III is Personal and Social Development. "Gifted people and leaders, by definition, are outstanding, and, many times, they are looked upon as being eccentric," said Dr. Lewis. "They often have special problems of adjustment: understanding themselves and relating properly to society."

Students also have opportunities to hear guest lectures; attend concerts, dramatic productions, and exhibits; take part in forums; and see films for cultural enrichment. "The program attempts to stimulate critical inquiry and to foster an interest in continuing education," said Bray.

Two things usually happen to students who attend the Governor's School, according to Dr. Lewis. First, they mutually stimulate each other. "Especially those students who come from small schools or schools without special programs for the gifted. They find they're not alone in the world. Not the only eggheads," he said.

Secondly, he said, the students are humbled by the experience, and perhaps for the first time. "For the first time in their young lives, they find there are other roosters in the barnyard whose combs may be as bright or brighter than theirs!"

Emphasis at the school in the past was on educational theory and curriculum development: it took trial and error to come up with the integrated "Area threesome," Bray said. Present emphasis, however, is shifting to training teachers of the gifted and talented throughout the State.

Last summer an in-service training program for 25 teachers ran concurrently with the school, using students and faculty as a learning lab. All of the teachers were selected on their superintendents' recommendation. Areas of study covered the psychology of the gifted, identification, guidance, and evaluation, as well as actual teaching methods, curriculum development, and promising practices in existing programs. The Institute was funded this year by the Z. Smith Reynolds Foundation and operated under the supervision of the Division of Special Education (now the Division for Exceptional Children) of the State Department of Public Instruction. ■

TITLE III ESEA: Where We're Going

by Edwin L. West, Jr., Director of Development
North Carolina Department of Public Instruction

Of all the various titles contained in the Elementary and Secondary Education Act of 1965, Title III is, by far, the most unique. As originally written it does *not* provide for the perpetuation of existing programs. Rather, it is designed to encourage the development of exemplary and innovative educational projects at the local level and to demonstrate the validity of such programs to other school units.

Primary among the innovations initiated by Title III programs in North Carolina and which are now becoming everyday practices are non-gradedness; team teaching; in-service education; humanities programs; kindergarten and other early childhood programs; the cultural arts; micro teaching; modular scheduling; independent study; individualized instruction programs; occupational education in the lower and middle grades; marine and environmental science programs; utilization of instructional resource centers; programs for underachievers and the emotionally disturbed.

What is next on the horizon for Title III in North Carolina? Perhaps the answer to this question is best answered by an analysis of the role of the State Department of Public Instruction in innovation. The State educational agency is aware that it cannot escape the rapid and pervasive social and technological change facing society. Rather than be engulfed by it, we propose instead to initiate and manage change in the most effective possible manner. Thus, the role of Title III must be examined in light of efforts at the State level to foster desirable change.

Prior to August 1970, all experimental programs under the auspices of the State Department of Public Instruction operated as separate independent entities. Such programs included Title III, CSIP, and others. Since that time all programs of an experimental nature have been placed under the Division of Development. This change was made to facilitate the coordination of a *State-wide system* of approved experimentation and innovation.

Included in the rationale for coordinating all experimental efforts is the fact that beginning with the 1971-72 fiscal year, if North Carolina's allocation for Title III is maintained at its current level, funds will be made available to initiate approximately thirty new experimental programs. Additional innovative projects will be initiated with funds requested in the "B" budget for the next biennium. It is felt that through a well-coordinated system of experimentation desirable change can be more easily effected. In addition, duplication of efforts can be reduced.

The first steps of the Title III and CSIP staffs will be to identify future priorities for education in North Carolina. Certain to be included in this listing are a twelve-month school year, differentiated staffing, and the community school concept.

Following approval of these priorities by the State Board of Education, the Title III and CSIP staffs, as well as representatives from local school units, will visit locales across the United States where such experimental programs are in existence. Upon their return they will adapt and modify their ideas and observations so as to develop alternative approaches to implementing these innovative efforts in North Carolina. These persons will be available to local school units to assist them in the development of ideas and/or proposals for possible funding from either Title III or State appropriations for experimental programs.

Rarely do educators have an opportunity to effectively plan future directions. Typically, time is spent "putting out fires" or writing a proposal that is due overnight. Hopefully, through systematic planning and development, North Carolina's Statewide system of experimentation, financed with Title III and State funds, will become a model for other states to follow.

NTE DATES ARE ANNOUNCED

National Teacher Examinations will be given at 22 North Carolina locations during the academic year. Applications can be obtained from school superintendents, education departments in senior colleges, and the Educational Testing Service. The completed forms should be mailed to the Educational Testing Service, Box 911, Princeton, New Jersey, before the registration closing date.

For Tar Heel examinees, these are the dates to remember:

Examination Date	Registration Deadline
November 14,1970	October 22,1970
January 30,1971	January 7, 1971
April 3, 1971	March 11, 1971

EDUCATIONAL TELEVISION GETS NEW OUTLETS

By the end of 1970, North Carolina will have gained three new educational television channels, part of a plan by the University of North Carolina Educational Television (UNCET) network to make a usable signal available to everyone in the State.

In combination with existing facilities, the new Farmville, Delco, and Sauratown Mountain transmitters will offer educational viewing opportunities to 95 percent of all North Carolinians who watch television.

But that won't be enough, says Dr. George E. Bair, director of educational television for the University of North Carolina. "We're working as hard as we know how, indeed, with outside engineering consultants' help, to find ways to get signals into the hardest spots to reach – the mountains west of Asheville and Cartaret County to the east," Bair notes.

It's 12:10 in the middle of the first lunch period at a junior high school. Outside the cafeteria a group of four boys are talking with their heads together. As a teacher passes by, the boys stop talking and one of them attempts to stuff something in his pocket. He drops half a dozen red and yellow capsules on the pavement. What are the capsules? Is he taking medicine his doctor has prescribed for him or is he about to sell amphetamines or barbiturates to his classmates? What does the teacher do?

DRUG ABUSE

THE NORTH CAROLINA EFFORT TO CONTROL IT

In an effort to help North Carolina educators look for some of the answers to the drug abuse problem, the State Department of Public Instruction and UNC's School of Pharmacy co-sponsored three intensive five-day institutes in Chapel Hill last summer. One obligation of the 200 participants was to go back to their communities and pass their newly gained knowledge on to the teachers, counselors, and administrators whom they represented at Chapel Hill.

George Shackelford, SDPI consultant for health education, and Dr. George P. Hager, dean of the UNC School of Pharmacy, planned the institutes to help prepare teachers to deal with the drug problem. (Public School Law 115-37 requires city and county boards of education to provide efficient instruction in each grade about drug abuse, and Public School Law 115-198 requires that such instruction be incorporated into the mandatory curriculum of one or more grades.) They also wanted to extend the School of Pharmacy's "Student-to-Student" program, in which advanced pharmacy students travel to the schools to talk to pupils about drug abuse, and to extend the MOD (Misuse of Drugs) program of the Woman's Auxiliary of the North Carolina Pharmaceutical Association.

During the week-long programs (one each for western, piedmont, and eastern North Carolina educators), speakers came from almost every specialty that would be directly confronted with drug abuse education: medicinal chemistry, pharmacognosy, pharmacology, pharmacy, pathology, psychiatry, psychology, epidemiology, pediatrics, environmental health, environmental sciences, air hygiene, mental health, health education, theology, governmental agencies, and youth, both pro- and anti-Establishment. Those who attended also had a chance to see Chapel Hill's "Switchboard," the State's only crisis center manned by former drug abusers who have health professions volunteers on call at all times.

Now the institute participants are at home carrying out local drug abuse information programs. They were urged to use local experts wherever possible — the home town doctor, pharmacist, law enforcement officer, teenager, minister, psychologist, etc. — to help local educators come to grips with the problem. These local efforts are supported by the State Department of Public Instruction with a full-time drug training consultant, Bob Frye, who began traveling to communities across the State in September to help set up the local programs. Local planners can also turn for help in obtaining information and speakers to the "Student-to-Student" and MOD programs mentioned earlier, as well as other State agencies vitally interested in the problem, such as the Legislative Drug Abuse Commission, State Department of Mental Health, and the State Bureau of Investigation. An outline of the drug abuse activities of these last three State groups follows.

Legislative Drug Abuse Commission

The Legislative Drug Abuse Commission is a one-year study group that began gathering data last January. Executive Secretary Donald Dunson, who has been both a teacher and a guidance counselor, serves as its coordinator.

According to Dunson, the Raleigh-based Commission is doing much of its work through action of its three subcommittees. One of them is making a State-wide study of the drug problem from an educational point of view; the second, from a treatment standpoint; and the third, from the law enforcement angle.

Although the Legislative Drug Abuse Commission has not officially endorsed any other action group or project, its members are constantly working with school personnel, clubs, health and law enforcement professionals, and mental health organizations to spread facts and combat misinformation about the nature and extent of the problem. Commission members exercise extreme care in recommending printed and audiovisual materials for distribution.

One central source of well researched and well prepared materials that the Commission has used extensively is the National Clearinghouse for Drug Abuse Information, 5454 Wisconsin Avenue, Chevy Chase, Maryland 20015. Clearinghouse collects and disseminates materials and data taken from federal programs and appropriate private, State, and local projects.

Last spring, the Commission conducted a State-wide conference on drug abuse at Memorial Auditorium in Raleigh. Some 2,000 educators, physicians, law enforcement officials, and youth attended.

"Cool Line," too, is a product of

the Study Commission. It is a general information service, not a crisis center. Commission office staffers answer calls during State employment hours. If the staff member answering a call can handle it alone, he does; if not, he has the proper consultant return the party's call via the State's WATS line. On weekends and at night, questions are recorded so that callers can have their answers called back during office hours the following week. So far, though, "Cool Line's" service is toll free only for callers in the Raleigh dialing area.

The final task of the 11-member Legislative Drug Abuse Commission is twofold: it has been charged with submitting its findings to the General Assembly when it convenes in January and, at the same time, recommending specific legislation that eventually will help make drug abuse in North Carolina a thing of the past.

State Department of Mental Health

When drug abuse cases are discovered, the State Department of Mental Health has treatment available in 4 hospitals and 41 clinics located throughout the State. According to Dr. Ben Britt, director of drug abuse programs, Mental Health staff members are hoping to have guidelines established before the 1971 General Assembly convenes. In the meantime, State office staff members are working closely with their local-level staffs and other organizations to strengthen their efforts in drug abuse education, rehabilitation, and counseling.

State Bureau of Investigation

State Bureau of Investigation officials are concentrating as much as possible on filling speaker requests of numerous concerned groups who want to hear the law enforcement side of the problem. In their addresses, the speakers point out the fact that most successful Tar Heel drug pushers are at the high school and college levels.

Even though the Bureau's chief responsibility comes after the problem has been discovered, its staff is assembling a mobile drug exhibit that, it is hoped, will have at least some preventive effect. Carrying samples of real drugs, pictures, and other forms of information, the mobile unit will travel throughout the State by invitation to areas requesting it. It is not certain when the vehicle will get on the road because a strike is holding up its construction.

The Bureau of Investigation also is seeking more ways to gear information about drugs to youth – since much available material has been created by adults, for adults to use.

"No area of this State, however small, is free of the problem," says Charles Dunn, director of the State Bureau of Investigation. "Wherever there are (1) money and (2) people with problems, we are finding illegal drugs in use."

The Bureau opened up 787 drug cases in North Carolina during the first six months of 1970, as compared to 270 cases during the same period last year – almost a 300 percent increase in known cases alone. With hard facts such as these glaring Bureau agents in the face every day, Dunn doesn't hide his feeling that too many well-meaning groups are *planning* to do something, but not enough are really acting. (JLN)

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MAJOR MIND-AFFECTING DRUGS

ILLICIT (PROHIBITED) DRUGS (Manufacture and distribution prohibited except for approved research purposes.)

	Slang names	What they are	How taken
HALLUCINOGENS	LSD, Acid	LSD-25 is a lysergic acid derivative. Mescaline is a chemical taken from peyote cactus. Psilocybin is synthesized from Mexican mushrooms.	In tablet, capsule, ampul (hypodermic) form or in saturated sugar cubes.
HEROIN	Snow, Stuff, H, Junk and others	Heroin is diacetylmorphine, an alkaloid derived from morphine; it does not occur in opium. A white, off-white, or brown crystalline powder, it has long been the drug of choice among opiate addicts. Its possession is illegal.	May be taken by any route, usually by intravenous injection.
MARIJUANA (Cannabis)	Joints, Sticks, Reefers, Weed, Grass, Pot, Muggles, Mooters, Indian hay, Locoweed, Mu, Giggle-smoke, Griffo, Mohasky, Mary Jane	Marijuana is the dried flowering or fruiting top of the plant Cannabis Sativa L., commonly called Indian Hemp. Usually looks like fine, green tobacco. Its possession is illegal. Hashish is a preparation of cannabis, taken orally in many forms.	Marijuana smoked in pipes or cigarettes. Hashish is infrequently made into candy, sniffed in powder form, mixed with honey for drinking or with butter to spread on bread.

LEGITIMATE (PERMISSIVE) DRUGS (Essential to the practice of medicine; legitimate manufacture and

AMPHETAMINE	Bennies, Co-pilots, Footballs, Hearts, Pep pills	Amphetamines are stimulants, prescribed by physicians chiefly to reduce appetite and to relieve minor cases of mental depression. Often used to promote wakefulness and/or increase energy.	Orally as a tablet or capsule. Abusers may resort to intravenous injection.
BARBITURATES	Red birds, Yellow jackets, Blue heavens, Goof balls	Barbiturates are sedatives, prescribed to induce sleep or, in smaller doses, to provide a calming effect. All are legally restricted to prescription use only. Dependence producing, both psychic and physical, with variable tolerance. Signs of physical dependence appear with doses well above therapeutic level.	Orally as a tablet or capsule. Sometimes intravenously by drug abusers.
COCAINE	The Leaf, Snow, Speedballs (when mixed with heroin)	Extracted from the leaves of the coca bush. It is a white, odorless, fluffy powder that looks like crystalline snow.	A surface active anesthetic; by abusers, taken orally or, most commonly intravenously alone, combined with or alternating with heroin. The coca leaves are chewed with lime, producing the effects of the contained cocaine.
CODEINE	Schoolboy	A component of opium and a derivative of morphine, in most respects a tenth or less as effective as morphine, dose-wise.	Usually taken orally, in tablets, for pain; or in a liquid preparation, of variable alcohol content, for cough. Can be injected.
METHAMPHETAMINE	Speed, Crystal	Stimulant, closely related to amphetamine and ephedrine.	Orally, as tablets or in an elixir, or intravenously.
MORPHINE	M, Dreamer, and many others	The principal active component of opium. Morphine sulphate: white crystalline powder, light porous cubes or small white tablets.	May be taken by any route; its abusive use is mostly by intravenous injection.

Chart reprinted by permission of the American Social Health Association from "A Guide to Some Drugs Which Are Subject to Abuse."

Primary effect	How to spot abuser	Dangers
All produce hallucinations, exhilaration, or depression, and can lead to serious mental changes, psychotic manifestations, suicidal or homicidal tendencies.	Abusers may undergo complete personality changes, "see" smells, "hear" colors. They may try to fly or brush imaginary insects from their bodies, etc. Behavior is irrational. Marked depersonalization.	Very small quantities of LSD may cause hallucinations lasting for days or repetitive psychotoxic episodes, which may recur months after injection. Permanence of mental derangement is still a moot question. Damage to chromosomes, and hence potentially to offspring, has been demonstrated.
Like morphine in all respects, faster and shorter acting.	Morphine-like.	Like morphine; dependence usually develops more rapidly. Dependence liability is high.
A feeling of great perceptiveness and pleasure can accompany even small doses. Erratic behavior, loss of memory, distortion of time and spatial perceptions, and hilarity without apparent cause occur. Marked unpredictability of effect.	Abusers may feel exhilarated or relaxed, stare off into space; be hilarious without apparent cause; have exaggerated sense of ability.	Because of the vivid visions and exhilaration which result from use of marijuana, abusers may lose all restraint and act in a manner dangerous to themselves and/or others. Accident prone because of time and space sense disturbance. Dependence (psychic but not physical) leads to anti-social behavior and could be forerunner of use of other drugs.

distribution are confined to ethical drug channels.)

Normal doses produce wakefulness, increased alertness and a feeling of increased initiative. Intravenous doses produce cocaine-like psychotoxic effects.	An almost abnormal cheerfulness and unusual increase in activity, jumpiness and irritability; hallucinations and paranoid tendencies after intravenous use.	Amphetamines can cause high blood pressure, abnormal heart rhythms and even heart attacks. Teen-agers often take them to increase their "nerve." As a result, they may behave dangerously. Excess or prolonged usage can cause hallucinations, loss of weight, wakefulness, jumpiness and dangerous aggressiveness. Tolerance to large doses is acquired by abusers; psychic dependence develops but physical dependence does not; and there is no characteristic withdrawal syndrome.
Small amounts make the user relaxed, sociable, good-humored. Heavy doses make him sluggish, gloomy, sometimes quarrelsome. His speech is thick and he staggers. Sedation and incoordination progressive with dose, and at least additive with alcohol and/or other sedatives and tranquilizers.	The appearance of drunkenness with no odor of alcohol characterizes heavy dose. Sedation with variable ataxia.	Sedation, coma and death from respiratory failure. Inattentiveness may cause unintentional repetitious administration to a toxic level. Many deaths each year from intentional and unintentional overdose. Potentiation with alcohol particularly hazardous. The drug is addictive, causing physical as well as psychic dependency, and withdrawal phenomena are characteristically different from withdrawal of opiates.
Oral use is said to relieve hunger and fatigue, and produce some degree of exhilaration. Intravenous use produces marked psychotoxic effects, hallucinations with paranoid tendencies. Repetitive doses lead to maniacal excitation, muscular twitching, convulsive movements.	Dilated pupils, hyperactive, exhilarated paranoic.	Convulsions and death may occur from overdose. Paranoic activity. Very strong psychic but no physical dependence and no tolerance.
Analgesic and cough suppressant with very little sedation or exhilarant (euphoric) action. Dependence can be produced or partially supported, but large doses are required and risk is minor.	Unless taken intravenously, very little evidence of general effect. Large doses are morphine-like.	Occasionally taken (liquid preparations) for kicks, but large amount required. Contribution of the alcohol content to the effect may be significant. Degree and risk of abuse very minor. Occasionally resorted to by opiate-dependent persons to tide them over with inadequate result.
Effects resemble amphetamine but are more marked and toxicity greater.	Extreme restlessness and irritability; violence and paranoid reaction possible.	Excessive psychotoxic effects, sometimes with fatal outcome.
Generally sedative and analgesic (rarely excitatory). The initial reaction is unpleasant to most people, but calming supersedes and, depending on dose, may progress to coma and death from respiratory failure.	Constricted pupils. Calm, inattentive, "on the nod," with slow pulse and respiration.	Man is very sensitive to the respiratory depressant effect until tolerance develops. Psychic and physical dependence and tolerance develop readily, with a characteristic withdrawal syndrome.

HONORS HONORS HONORS

TWO N. C. SCHOOL BOARDS TAKE NATIONAL HONORS

The Washington County and Goldsboro boards of education won recognition in the fifth annual National School Board Awards Program sponsored by the Association of Classroom Teachers of the NEA and by the Thom McAn Shoe Company. A lamp-of-learning trophy and $500 went to the Washington County Board for its successful community efforts toward "peaceful implementation of a school integration plan." Goldsboro's Board was awarded a Distinctive Merit trophy for its community efforts in accomplishing peaceful and satisfactory consolidation of its schools into an integrated system.

BEST TAR HEEL JUNIOR HISTORIANS ARE CITED

Junior high school history buffs who excelled last year in research and project making will receive 1970 Junior Tar Heel Historian awards in Greensboro during Culture Week this December. The competition is sponsored annually by the State Department of Archives and History and the State Department of Public Instruction.

Contest entries in five categories were rated according to (1) historical accuracy, (2) contribution to State and local history, (3) workmanship, and (4) style of presentation. History teachers served as advisers to the students who competed.

Only schools that have won recognition in three previous contests are eligible for awards in the special achievement category. This year's first place winners were the Curious Carolinians (LeRoy Martin Junior High School, Raleigh; Mrs. Anne Kennedy, adviser) for their project **Salute to Statues.** The Silk Hope Junior Historian Club (Silk Hope School, Siler City; Jim Watson, adviser) received honorable mention for the **History of St. Bartholomew's Parish.**

In the individual arts competition, Dean Berry (Horace Sisk Junior High School, Fayetteville; Gay Watson, adviser) took first place for his project **The Fall of Fort Fisher.** Honorable mention went to Debbie Plyler (Albemarle Junior High School, Albemarle; Mrs. Betty Kluttz and Jim Yandle, advisers) for **The Kron Estate.**

Top group arts project was **Herring Fishing** by the Chief Rockahock Historical Association (Chowan Academy, Edenton; Mrs. Virginia H. Wood, adviser). **Pool Rock Plantation,** entered by the Vance Junior Historian Club (E. M. Rollins School, Henderson; Ted Scott Henson, adviser) won honorable mention.

First place honors in the individual literary division went to Bill Morgan (Albemarle Junior High School, Albemarle; Mrs. Betty Kluttz and Jim Yandle, advisers) for **History of Tobacco in North Carolina.** Martha Joe Hollowell (Chowan Academy, Edenton; Mrs. Virginia H. Wood, adviser) won honorable mention for **The Restoration of the Barker House.**

Group literary winners included the Corriher-Lipe Junior Historians (Corriher-Lipe Junior High School, Landis; Mrs. Beulah Davis, adviser) who took first prize for **Rowan County: 1753-1970.** The Turrentine Junior Historian Club No. 1 (Turrentine Junior High School, Burlington; Martha Moseley, adviser) won second place with its project **Burlington.**

STATE HAS NATIONAL VICA WINNERS

Tar Heel High School delegates earned recognition in five categories at the National Vocational Industrial Clubs of America Convention in St. Louis last June. Jay Setzer of the Bunker Hill High School VICA Club in Claremont (Vance Hollar, supervising teacher) took first place in the carpentry contest. Top honors also went to members of the Independence High School VICA Club in the opening and closing ceremony event. Members of that Charlotte delegation were Donald Wallace, Robert Dulin, Bradley Cook, Robert Dixon, Nita Little, Larry Benton, and Phyllis Stillwell.

The second place prize for bricklaying went to Joe Dellinger of the Newton-Conover High School club. Guy R. Miller was his instructor. Machine shop competition resulted in a third place rank for Dwight Morgan of West Mecklenburg High School, whose teacher was Stephen Nance. North Carolina also had a successful "job seeker," Sharon Caldwell, who tied for third place in the job interview competition. Her instructor at Monroe High School was John M. Fulghum.

SCHOLASTIC MAGAZINES NOTES STUDENT ACHIEVEMENT

North Carolina school pupils claimed 34 prizes in national competition conducted by Scholastic Magazines, Inc. in New York. The contests, for work completed during the past academic year, were offered in three categories: (1) creative writing, (2) art, and (3) photography. Royal Typewriter Company and Eastman Kodak Company were sponsors for the writing and photography divisions.

Top creative writing winners from North Carolina were as follows: *Third award:* Gregory Gidney (West Cleveland School, Boiling Springs), junior article. *Fourth award:* Amy Louise Tedder (East Rutherford High School, Forest City), senior short-short story.

Art winners from North Carolina included: *Scholarship:* Rebecca Padgett (East Mecklenburg High School, Charlotte) to Philadelphia College of Art and Michael Peterson (Northern High School, Durham County) to Parsons School of Art, New York. *Gold medal:* Emily Wheatly (Myers Park High School, Charlotte), polymer; Stephen Uhalley III (School of Design, Durham County), ink drawing; Karyl McArthur (Frank Ashley High School, Gastonia), opaque water color; David Salls (Grimsley Senior High School, Greensboro), sculpture; Karen Colvard (Rose High School, Greenville), print; Heather Menzies (Quail Hollow Junior High School, Pineville), block print; and Christie Taylor (Richard Reynolds High School, Winston-Salem), pencil drawing. *Hallmark honor prize:* Bill Lands (Independence Senior High School, Charlotte), oil; Bruce Lemerise (Sanderson High School, Raleigh), transparent water color; and Rennick Hoyle (Kennedy Junior High School, Winston-Salem), mixed media.

In the photography competition, North Carolina's Bob Webb (Needham Broughton High School, Raleigh) won the top award — a $1,000 Kodak scholarship grant. Bob plans to attend Appalachian State University and become a press photographer.

items

READING PROGRAM STAFFED

Two new reading consultants will be responsible for evaluating present reading programs, initiating new programs, and consulting with higher education personnel concerning teacher training in the area of reading. Mrs. Mary Catherine Purnell of Greensboro has been a demonstration teacher at the Greensboro Model Reading School, a corrective reading teacher, and a language arts coordinator in Greensboro. She received B.S. and M.A. degrees from A & T University and has done postgraduate work at Temple University, UNC-Greensboro, and N.C. Central University, and the University of Chicago.

Kimble Oliver, III, is a graduate of the University of the South and holds the M.A.T. degree from Duke University. He has completed further graduate work at UNC-Chapel Hill. Prior to joining the State education agency, Oliver taught English in Raleigh and San Antonio, Texas.

A State-wide Advisory Council to the Division of Language Arts was appointed by the State Board of Education in July as another aspect of the increased emphasis on reading. The group met for the first time in August in Raleigh and is composed of laymen, teachers, and students. Other program activities include the development of a reading center at UNC-Chapel Hill to assist in pre-service and in-service programs for teachers and in diagnosis of students' reading problems.

Additional aspects of the State-wide reading program include ESEA (Elementary and Secondary Education Act) Title I programs designed to improve reading instruction; the ESEA Title III Model Reading School in Greensboro, which serves 21 school units; strengthening of library and media centers through federal funds; adoption of multiple reading textbooks for elementary students; preschool and summer readiness programs; experimental projects such as the N. C. Advancement School and the Comprehensive School Improvement Project; and in-service and pre-service activities for teachers including workshops, demonstrations, and television courses.

N. C. HERITAGE WEEK

Festivals and exhibitions will be the order of the day when North Carolina Heritage Week, April 18-25, 1971, is observed. Sponsored by the Cultural Arts and Social Studies Divisions of the State Department of Public Instruction, Heritage Week will be eight days of focus on the history and culture of the people of Tarheelia.

According to Melvin L. Good, cultural arts consultant and general coordinator of Heritage Week, the Department of Public Instruction is encouraging all schools and colleges within the State to cooperate in the project by giving special emphasis to the study of North Carolina history and culture. Special recognition will be given to the historical and cultural heritage of major racial and ethnic groups.

MISSION '70

Through the Division of Cultural Arts, the Department of Public Instruction has initiated a promotional effort known as MISSION '70/Decade of the Arts. MISSION '70 is an invitation to all North Carolina citizens to make better use of our State's wealth of programs and talents now available and to create vital new ways of making the arts come alive for all young people.

"Within the next ten years, we want every North Carolina child to have a living experience with the arts of man under the guidance of a professional teacher," according to Superintendent of Public Instruction Craig Phillips. "Our goal is the enrichment of the life of our citizens in such a way that we may take pride in our regional, racial, and cultural distinctions while uniting our hearts and efforts to bring about a peaceful and productive life for all our people," he said.

SUPERINTENDENT CHANGES

Six of the State's public school systems have had superintendent changes since last year. In the list below, the name of the system's new superintendent and his previous position are given first, followed by the name and present position of the former superintendent:

Henderson: Glenn C. Marlow, associate superintendent, Henderson; replaced J. M. Foster, retired.

Iredell: William T. Poston, associate superintendent, Iredell; replaced T. Ray Gibbs, retired.

Macon: Kenneth S. Barker, assistant superintendent, Transylvania; replaced H. Bueck, retired.

Rockingham: Richard H. Schultz, assistant superintendent, Rockingham; replaced J. Allan Lewis, resigned.

Stokes: William F. Davis, superintendent, North Wilkesboro; replaced W. E. Terry, resigned.

N. Wilkesboro: Grier Bradshaw, principal, C. F. Tomlinson Elementary School, High Point; replaced William F. Davis, now superintendent, Stokes County.

ADVISORY COUNCILS MEET

About 300 North Carolinians, representing all sections of the State, gathered in Raleigh late in the summer for the first general meeting of the Advisory Councils to the Program Services Divisions of the State Department of Public Instruction. Addressing the general meeting, State School Superintendent Craig Phillips called the Councils "a grass roots movement to find the answers to public school problems and to chart the course people want for the children of North Carolina."

Those attending represented some 13 councils appointed at the July meeting of the State Board of Education to serve as liaison groups with various divisions in the Program Services section of the State Department of Public Instruction. Each council consists of from 20-25 citizens representing professions, students, industry, and business.

Phillips and Assistant State Superintendent Jerome Melton briefed the group on current educational goals and asked that they serve as "sounding boards" to each division – math, English, science, social studies, etc. Council members were also charged to promote more active leadership in education at the local level in program planning, curriculum development, and in all phases of instruction. The group as a whole will meet two or three times per year.

Phillips noted that public education in North Carolina is moving toward a permanent structure of advisory councils – local, regional, and State level – that will be appointed by and act as liaison groups with various school governing bodies.

New Certificate Renewal Plan

With few exceptions, North Carolina teachers and other educators will look from now on to their superintendents, rather than to State-level officials, for approval of their certificate renewal plans.

Under the new plan which became effective July 1 the determination of credit appropriateness is done at the local level and is reported to the State certification office only once per teacher during each five-year period.

New emphasis on the use of workshops created, funded, and executed at the *local* level for renewal purposes is expected to make the teacher's output more relevant and his immediate use of what he learns more likely. (The State has been providing such in-service education programs since 1961.) Teaching experience, as well as approved travel and college credit, will also be recorded in the superintendent's office.

In fact, the basic requirements for acceptable renewal experiences have not been changed. It's mainly the process of approving and recording them that has been redesigned. Educators with questions about their renewal plans should consult their superintendents, of course, but many of the procedural changes are explained in the following rationale for the new program, prepared by Dr. J. P. Freeman, director of the Division of Teacher Education and Certification.

1. *It makes the certificate renewal program more meaningful:* The local superintendent's office is in a much better position to determine the needs of individual teachers, and to organize and implement programs to meet those needs, than is the State's Division of Teacher Education and Certification. Therefore, the appropriateness of credit is now determined by the local superintendent's office (except in those cases that still require State approval *prior* to renewal, such as travel).

2. *It places responsibility on the local administrative unit as authorized by the General Statutes:* The General Statutes of North Carolina authorize city and county boards of education to provide for the professional growth of their teachers. Under this program, the full responsibility for planning and maintaining in-service activities, as well as approving the appropriateness of college credit for renewal purposes, rests with the local administrative unit. The superintendent establishes procedures for counseling teachers and other professionals about renewal activities.

3. *It emphasizes professional growth on a continuing basis:* The renewal regulations call for a minimum of six semester hours (or units) of appropriate renewal credit for each professional person during each five-year period. This plan discourages the old hit-and-run process whereby a teacher could, for example, earn sufficient credit during the first term of summer school in 1970 to renew his certificate through June 30, 1975, and by taking an additional six units of credit during the second term, renew his certificate to 1980 — in effect, doing a decade's worth of "professional growing" in just one summer.

4. *It provides for the maintenance at the local level of a complete record of the professional growth activities of each educator:* The new, simplified form on which in-service activities are filed now is maintained at the local level, as well as in State headquarters. Keeping locally maintained records should help local authorities counsel with individuals concerning their renewal activities. It should be noted that the above procedure applies only to *renewal* credit. All college credit involved in *changing* the certificate by (1) raising it to a higher level or (2) broadening it to include other areas will still be handled directly by the State certification office. This credit is to be handled directly by the State certification office. This credit is to be filed with the State office by the college registrar.

5. *It reduces clerical operations at both the local and State levels:* Under the old reporting system, Form No. 12 was required for each person as each activity was completed. This type of reporting required a tremendous amount of clerical time for both local and State staffs. The new method requires only a one-line entry on a Revised Form 12 (to be filed in the superintendent's office) for each renewal activity. This form is filed with the State office after the individual has *completed* his renewal requirements.

Additional information can be supplied by unit superintendents and the Division of Teacher Education and Certification, State Department of Public Instruction, Raleigh, North Carolina 27602.

NSPRA Chapter Formed in N.C.

The first meeting of the North Carolina Chapter of the National School Public Relations Association was held in Greensboro in August. Owen Lewis, public information officer for Greensboro Public Schools, was elected president; Tom I. Davis, special assistant for public vice-president and membership chairman; and Dr. E. T. McSwain, retired UNC-Greensboro professor, secretary-treasurer. Speakers were John Harden of Harden & Associates, Greensboro; Ed Campbell, information director for LINC; and Paul Brandes, head of the Speech Department at UNC-Chapel Hill.

Designed to aid educators and administrators in their public information efforts, the 35-year-old national organization publishes newsletters and handbooks and sponsors national seminars which tackle public information problems.

Only membership in the national NSPRA organization is a prerequisite for becoming a member of the N.C. chapter. Persons eligible for active membership include those who serve in an administrative position in a public or private school or school system or in a local, regional, state, or national educational agency or association; an administrator or teacher in a college or university preparing persons for careers in education; or a person who performs public relations functions in a staff capacity with any of these agencies. Anyone who is actively interested in advancing the cause of education but who is not eligible for active membership may become an associate member. The annual rate for national membership is $15, payable to the National School Public Relations Association, 1201 Sixteenth Street, N. W., Washington, D. C. 20036. Any NSPRA members interested in becoming members of the N.C. Chapter should write Tom I. Davis, Special Assistant for Public Information, State Department of Public Instruction, Raleigh, N.C. 27602. North Carolina dues will be set at the next meeting, scheduled November 5 at the offices of the Greensboro City Schools, 712 N. Eugene Street, Greensboro.

NORTH CAROLINA PUBLIC SCHOOLS

VOLUME 35 / NUMBER 2 / WINTER 1970

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Official publication issued quarterly by the State Department of Public Instruction. Second class postage paid at Raleigh, N. C. 27611. Unless otherwise noted, no permission is required for reprinting, with the exception of articles from other publications reprinted herein. Manuscripts are welcomed. Mailing address: Editor, *North Carolina Public Schools,* Division of Public Information and Publications, Room 362, State Department of Public Instruction, Education Building, Raleigh, N. C. 27602. Telephone: 919-829-4258.

EDPRESS

COVER

The number of career choices confronting today's students is staggering. Behind each door can lie disappointment as well as opportunity. The occupational exploration program gives young people a chance to take a peek behind these doors — to find out more about what careers that interest them are really like. See "Occupational Exploration Reaches the Middle Grades," page 8. Cover art by Elise Speights, Raleigh.

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NORTH CAROLINA PUBLIC SCHOOLS

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From the State Superintendent

About this time last year staff members began the long process of preparing what is now the thick document that has been presented to the Advisory Budget Commission for their recommendations to the 1971 General Assembly.

This was not an easy task.

The first step was to determine the basic needs for the million and a quarter children who attend our public schools. Countless meetings were held all over the State with teachers, administrators, staff members, parents, government officials, legislators, and representatives of business and industry. The students themselves were involved in the decisions which resulted in these monetary requests. The question all of us asked ourselves was, "What can we do during the next two years to make what happens in the classroom a meaningful and exciting experience for every child entrusted to our care?"

The answers were many and varied and have been translated into dollars and cents, which can be seen on a line by line basis. (See page 4.) The decision now is up to the 170 dedicated men and women who will make up the 1971 General Assembly.

But our job is not yet over – in some instances it hasn't even begun, since there are those who feel that public education is a failure and should be abolished. There are those of us who know different, but we also know we have a long way to go. We just must continue to take an active part.

If those charged with legal mandates for fiscal decisions are to make these decisions intelligently, creatively, and productively, then all of us who are concerned must continue to help them make these decisions.

Perhaps our objectives should be

1. To publicize individual and social benefits which accrue from investment in the right kind and the right amount of public education. We must let people know what the return from the investment can be – must be.

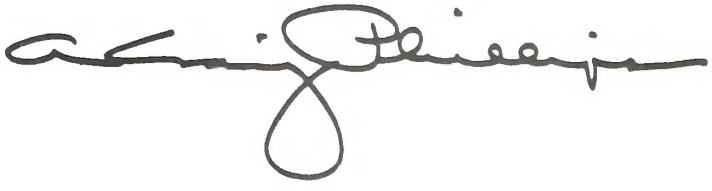
2. To focus attention on individual and social problems associated with inadequate schooling of a considerable percent of our citizens – to tell it like it is.

3. To point out areas of educational policy and action sufficient for full development of human resources.

4. To identify fiscal action essential to adequate financial support for effective public education at all levels.

In short, this means that those of us who have had a part in putting requested dollar signs in front of practical and attainable goals must also continue to be a part in the entire process. The degree to which we meet these four objectives effectively will correlate with the momentum achieved for positive change and improvements in our schools.

The next few months, our help in assisting the shaping of responsible fiscal decisions may very well determine the shape and direction of the future for every child in every public school throughout this State.



BUDGET INCREASES RI

The State Board of Education has presented its B budget proposal to the Advisory Budget Commission. Making the presentation for the Board on September 23 were Controller A. C. Davis, State Superintendent of Public Instruction Craig Phillips, and State Board of Education Chairman W. Dallas Herring.

The B budget requests, which represent those anticipated monetary needs for the next biennium over and above the A budget requests (for current allotments) total $362 million for public education in the 1971-73 biennium. Of this amount, $66.4 million would go to the Department of Community Colleges, $295 million to the public schools, and $665,074 to the State Department of Public Instruction for improving State educational leadership and expansion of services.

Eleven objectives were listed in the $295,007,968 request for public schools:

Providing improved classroom teaching conditions so that students will have a better chance to learn. $55,352,305 (18.76 percent of the requested appropriation for public schools).

$3,863,043 to provide for improvements in the teacher allotment formula.

$24,837,372 to provide for reduction in class size by one pupil.

$9,160,636 to provide additional special education teachers in a non-categorical allotment.

$17,491,254 to provide instruction assistance to the classroom teacher.

Securing and holding better qualified teachers and principals. $136,017,089 (46.11 percent of the requested appropriation for public schools).

$61,309,173 to extend the employment of classroom teachers from 9¼ months to 10 calendar months. (See article in Spring 1971 issue of *North Carolina Public Schools.)*

$59,504,570 to raise teachers salaries approximately 5 percent in 1971-72 and 10 percent in 1972-73 over the 1970-71 schedule.

$2,240,808 to increase the rate of pay of substitute teachers from $15 to $20 per day, which requires additional funds for sick leave.

$11,470,163 to extend the term of employment of principals to 12 calendar months and provide a salary increase of approximately 5 percent in 1971-72 and 10 percent in 1972-73 over the 1970-71 schedule.

$898,375 to provide compensation, in addition to salary as a teacher, for assistant principals in schools with 30 or more teachers.

$594,000 to provide additional scholarships for students preparing to teach.

Providing professional help for teachers to enable them to do a better job teaching children. $2,531,836 (0.86 percent of the requested appropriation for public schools).

$2,106,581 to extend the term of employment of supervisors to 12 calendar months and provide a salary increase of approximately 5 percent in 1971-72 and 10 percent in 1972-73 over the 1970-71 schedule.

$425,255 to reorganize and expand services in education by television.

Furnishing teachers and students the tools they need. $16,443,918 (5.57 percent of the requested appropriation for public schools).

$2,313,450 to provide additional funds for new adoptions of basic textbooks and rebinding of basic textbooks.

$14,130,468 to provide funds to increase the allotment for instructional materials by $6 per pupil.

Improving and expanding a program for mentally handicapped children and improving vocational rehabilitation services for the handicapped. $2,752,257 (0.93 percent of the requested appropriation for public schools).

$822,520 to increase State aid for vocational rehabilitation to provide for services to more of the disabled citizens of the State.

$540,000 to provide additional State aid to local school units for more children in the program for trainable handicapped children.

$1,389,737 to provide for improvements in payments from $675 to $855 per year per child and to provide salary increases of approximately 5 percent in 1971-72 and 10 percent in 1972-73 for the trainable handicapped program.

Improving local educational leadership. $4,459,008 (1.51 percent of the requested appropriation for public schools).

$749,466 to provide salary increases for superintendents,

QUESTED FOR SCHOOLS

associate and assistant superintendents of approximately 5 percent in 1971-72 and 10 percent in 1972-73.

$3,623,782 to revise and substantially improve the allotment formula for clerical and secretarial assistance in the superintendents' and principals' offices and to provide a 5 percent salary increase for attendance counselors in 1971-72 and 10 percent in 1972-73.

Improving State educational leadership under the State Board of Education. $1,705,426 (0.58 percent of the requested appropriation for public schools).

$423,627 to improve administrative services in the Controller's Office.

$605,125 to improve State-level services for the handicapped under vocational rehabilitation.

$676,674 to provide for additional administration and to expand in-service training for teachers in the program for staff development.

Increasing State financial help to local school units in plant operations, transportation, driver training, and food services. $28,822,329 (9.77 percent of the requested appropriation for public schools).

$5,880,983 to provide additional funds for salaries of janitors to raise minimum salary to $2 per hour and employment to 10 months.

$4,384,310 to provide for improvement in allotments for fuel, water, light, power, janitorial supplies, and telephones.

$3,176,749 to provide 78 additional school bus mechanics and salary increases for school bus drivers and mechanics of 5 percent in 1971-72 and 10 percent in 1972-73.

$3,652,034 to provide urban school transportation for 56,708 pupils in 1971-72 and 56,708 in 1972-73.

$6,583,786 to provide separate transportation for specific grade levels.

$684,470 to extend the term of employment from 9¼ school months to 10 calendar months and to increase salaries 5 percent in 1971-72 and 10 percent in 1972-73 for full-time teachers in driver education.

$4,459,997 to provide funds for 10 directors, 85 supervisors, and 2 cents per free lunch to meet rising costs.

Continuing and expanding the kindergarten programs as a part of the public school system to meet 25 percent of the total needs. $21,000,000 (7.12 percent of the requested appropriation for public schools). **(See page 6.)**

Improving and expanding occupational education. $20,950,216 (7.10 percent of the requested appropriation for public schools).

$9,306,388 to provide additional teachers for the regular program of occupational education.

$4,000,000 to provide additional funds for middle grade projects in occupational education. (See page 8.)

$214,803 to extend the term of employment of occupational education teachers from 9¼ school months to 10 calendar months.

$3,733,974 to raise occupational education teachers' salaries approximately 5 percent in 1971-72 and 10 percent in 1972-73 over the 1970-71 schedule.

$275,000 to provide additional teacher training in occupational education.

$49,902 to increase salaries of local directors in occupational education approximately 5 percent in 1971-72 and 10 percent in 1972-73.

$828,000 to provide teaching materials in areas of occupational education.

$2,300,000 to assist the counties and cities in providing adequate equipment for an expanded program of vocational education in the high schools.

$242,149 to improve State services in occupational education.

Improving education by experimentation, research, special schools, and projects. $4,973,584 (1.69 percent of the requested appropriation for public schools).

$137,054 to provide additional funds for programs of the Advancement School.

$741,300 to increase financial assistance to hospitals for programs of nursing education.

$4,095,230 to provide funds for replacement of the comprehensive school improvement program and for establishing a program of planning, research, and development.

KINDERGARTEN EVALUATION

PRELIMINARY REPORT OF THE LEARNING INSTITUTE OF NORTH CAROLINA* Betty Landsberger

This report presents an analysis on information available on the effects of kindergarten attendance. The information comes from the eight Early Childhood Demonstration Centers named by the State Board of Education at its meeting in August 1969.

Scores made by the children on tests at the beginning of kindergarten attendance – December 1969 – are compared with their scores at the end of the term – May 1970 – for all 320 children who attended. In addition, scores from the May testing of these 320 kindergarteners are compared with scores from a group of 52 children who did not attend kindergarten (the Control group).

The first information regarding the gains made by the group attending kindergarten are the before and after scores of the total group (320) on the four TOBE** subject matter knowledge tests. These scores are stated in their percentile values:

TOBE Scores of 320 Children Attending Early Childhood Demonstration Centers

	Language	Social Studies	Mathematics	Science
Dec. 1969	28th	29th	34th	49th
May 1970	64th	67th	59th	65th

These show that the total group attending kindergarten moved, roughly, from averages around the 35th percentile to averages around the 65th. Another way to say this is that at the beginning of kindergarten, two thirds of the national sample scored better than our group's average, while at the end of their five months of kindergarten, our group had brought its average up to the top one third of the national sample. According to the theory of the TOBE test, this means that this group is in good shape to learn well in the first grade.

But is this improvement due to kindergarten – or at least very probably due to kindergarten? The control group provides a partial answer to this. This group of about 50 children did not attend kindergarten, but are otherwise about the same as the children who did attend. They were tested at the same time as the kindergarteners' end-of-term testing, in May 1970. Here is the way percentile values of the two groups' averages compare on the same TOBE tests:

Comparison of Kindergarten and Control Groups' TOBE Scores

	Language	Social Studies	Mathematics	Science
Kindergarten Children	64th	67th	59th	65th
Control Group	34th	39th	34th	40th

As stated above, the kindergarten attenders have moved their average to the top one third of the national sample, while the average of the non-attenders is close to the bottom one third of this sample.

The same kinds of differences appear on the average scores on the Preschool Inventory,*** an individual test tapping the areas of vocabulary, number concepts, perceptual-motor skills, and ability to follow directions – all of which are related to school achievement. The highest possible score on this test is 64 points. The average for the 320 children coming into kindergarten in December was *46 points.* When the same children were retested in May, their average score was *57 points.* The average for the 52 Control group children, tested in May, was *48 points.*

On the Draw-a-Man test the same differences occurred. The Mental Age equivalent for the 320 kindergarten children in December was 5 years, 1 month. Their average in May at the end of the *five months* of kindergarten attendance had risen by *ten months,* to five years, 11 months. The Mental Age equivalent at the May date for the average of the 52 Control group children was 5 years, 8 months.

Our preliminary examination of results by Center and classroom indicates one other fact about the program that is especially relevant to the importance of the State-supported kindergarten program for the problems of disadvantaged children.

The Demonstration Center with the lowest averages at the beginning made the greatest gains on the TOBE scores as well as on the Preschool Inventory test. The percentiles for the TOBE Language test and the Preschool Inventory scores for this Center, as well as the total kindergarten group, are as follows:

***A more comprehensive presentation of this Kindergarten data may be obtained by writing LINC, 1006 Lamond Ave., Durham, 27701.**

****Test of Basic Experiences, published by the California Test Bureau, McGraw-Hill, Del Monte Research Park, Monterey, California, 1970**

*****Cooperative Preschool Inventory (formerly called Caldwell Preschool Inventory) published by Educational Testing Service, Princeton, N. J.**

Gains Made by Kindergarten Center with Lowest Scores

		Lowest Center Average	Total Group Average
TOBE Language	Beginning	24th Percentile	28th Percentile
	End	66th Percentile	64th Percentile
	Difference	42 Percentile Points	36 Percentile Points
Preschool Inventory	Beginning	41 Points	46 Points
	End	59 Points	57 Points
	Difference	18 Points	11 Points

Inspection of the record of other Demonstration Centers and individual performances also makes it appear that the ones who gained the most are the ones who needed to gain the most – the ones who would have been poor school performers without this program.

Parents of the children attending the Early Childhood Demonstration Centers were given a questionnaire to help evaluate the effect kindergarten had on their children. These written evaluations were collected by Jim Jenkins, special assistant for elementary education for the State Department of Public Instruction. One of the questions the parents were asked was this: "Do you recommend that the State of North Carolina spend the necessary money to provide this kind of experience for all five-year-olds?" There were 130 parents who responded to the question. Two of the parents said "No," and one was undecided.

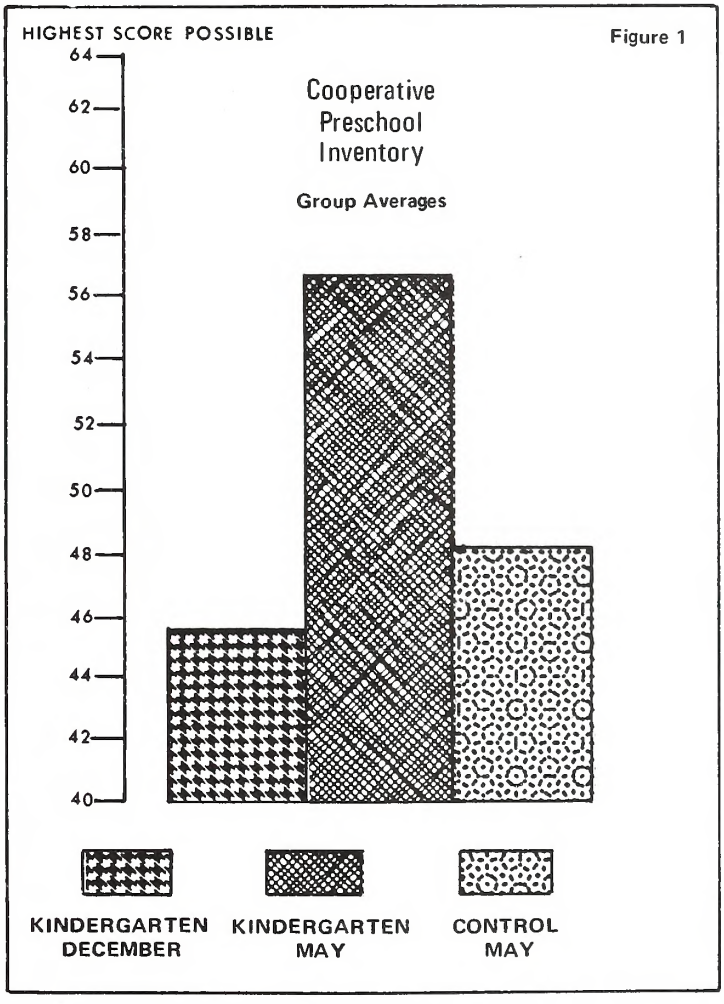
The rest answered "Yes." Furthermore, they make the important point that it is the quality of these Early Childhood Centers that has made the difference. Some of their comments follow:

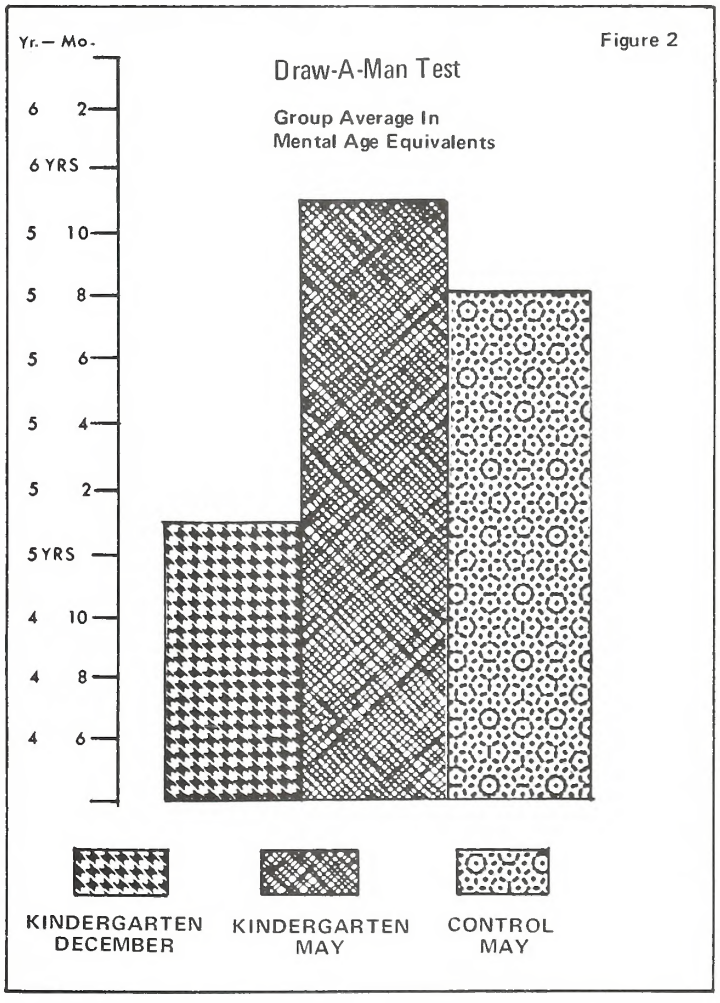
"If this kindergarten could help other five-year-olds as our child has been helped, it will be more than worthwhile to continue this program."

"There are private kindergartens for those who can afford them and Head Start for the poor, but no help for the family who cannot afford private kindergarten and yet aren't eligible for Head Start."

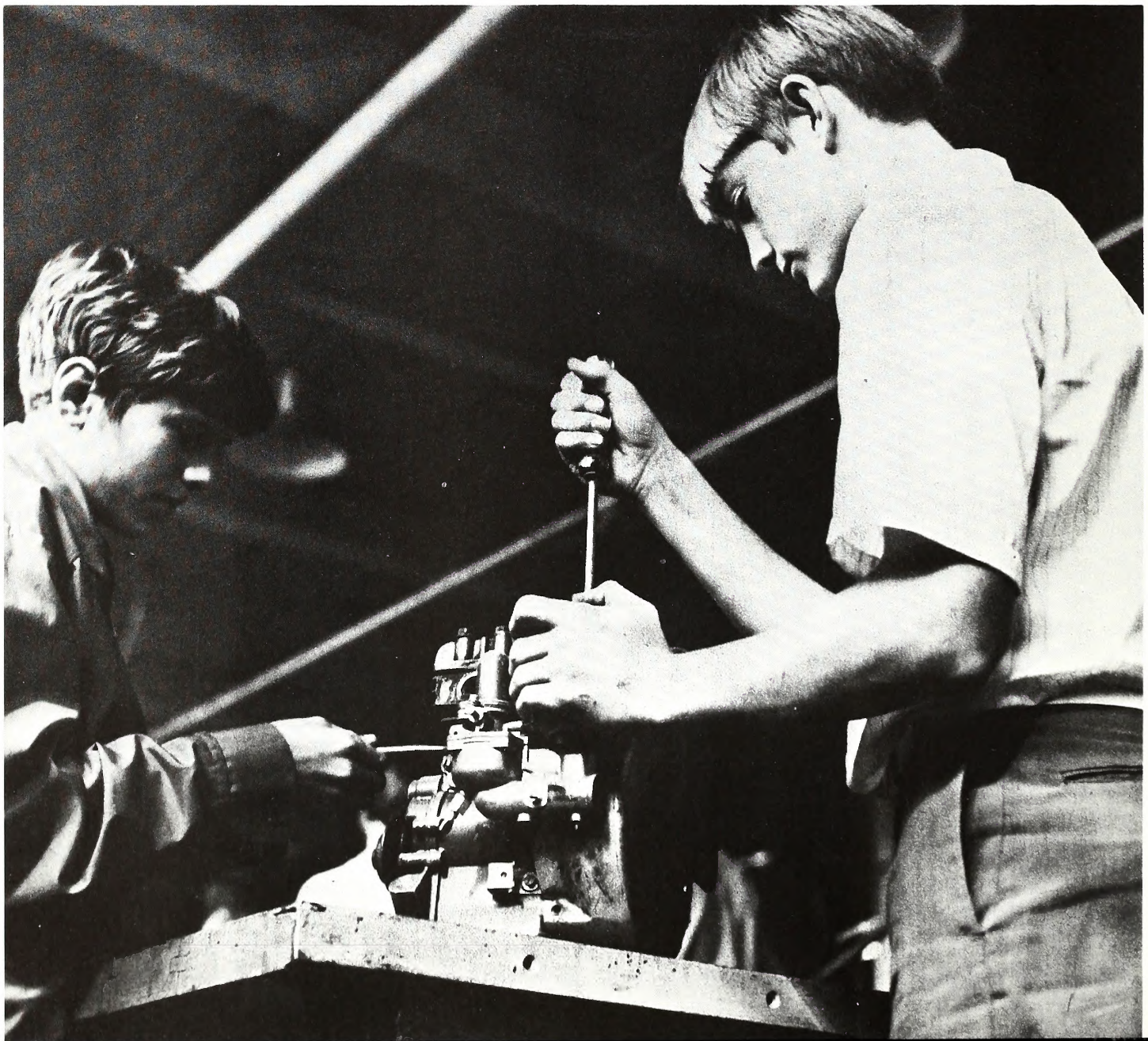
"This has definitely been a wonderful experience for my child. I feel he is ready to start first grade work. He understands what is expected of him as one in a group. He knows what it is to work on a schedule and routine. He has discovered that it's fun to learn and I think he is eager to learn. I do hope that soon all five-year-olds will be given the opportunity of this experience."

"This is one time that anyone can just look and see where the money is and what it's being used for and also see the good results."





Occupational Exploration Reaches The Middle Grades



Over the bridge table and down the fairway, as well as around school lockers, word has spread that Rocky Mount's junior high school students are finding school more important these days. One of 43 administrative units with Middle Grades Occupational Programs funded for the 1970-71 year, the Rocky Mount system is building in opportunities for students to see the distinct correlation between their present school subjects and possible future occupations. Education paves the way to employment, and the new program is attempting to show students how.

Teachers in all subject areas are placing classwork emphasis on occupations. Mrs. Priscilla Sykes, a language arts/social studies teacher, literally took her students to court recently. From a social studies viewpoint, the domestic relations witnesses saw not only how the judicial branch of local government works, but also the many different kinds of employees required to keep it in operation. Hosting the tour was a detective, the father of one of the courtroom visitors in the seventh grade class.

Resource persons brought into Mrs. Sykes' classroom, including a pharmacist, astronomer, bookkeeper, and savings and loan lady executive, prompted language arts research projects on these and other occupational possibilities. Students' written reports revealed investigation of education prerequisites, salaries, fringe benefits, working conditions, and employment opportunities in the fields they now find most appealing.

Eighth graders in Mrs. Mable Williams' class recently experienced the pocketbook effect of markups, profit, and overhead by setting up a classroom grocery store, complete with cash register and adding machine. By marking canned goods up and down, promoting sales, and trying to satisfy customers, "they became more conscious of business methods, fluctuating economy, and true bargains. It wasn't long before the students were bringing in examples of good deals offered by area stores, such as quality carpeting at 40 percent off the regular price."

In home arts study, Mrs. Mary Alice Brinn's seventh graders learn to sew, but they also have seen industrial stitchery in action, via a trip to a nearby plant that manufactures bedspreads and draperies. In addition, they have heard bank employees stress the importance of good personal grooming in both public contact and behind-the-scenes jobs, as well as on job interviews. They later toured a local beauty culture school for some professional grooming secrets.

When industrial arts and home arts classes switch places for a week, the boys learn to sew on a button and fix a simple breakfast. During the switch the girls learn how to use tools.

All eighth graders get practical experience in exploratory typing during one nine-week period as part of their hands-on experience with occupational tools. Mrs. Corrine Landis, who teaches the course, stresses the use of the typewriter as a communications instrument, one that is used in nearly every business office. Exploratory typing is offered in combination with the language arts program, and students frequently type their compositions for additional practice. Ninth graders, having learned proper keyboard techniques the previous year, may earn one credit by electing a course that combines personal typing and basic business, with particular emphasis on the free enterprise system.

Middle grades occupational exploration programs such as the one in Rocky Mount stress five general objectives: (1) hands-on experiences that give students the "feel" of useful application; (2) occupational guidance; (3) introduction to the world of work; (4) relevance of academic programs to various occupations; and (5) in-service training designed to re-orient teachers and teaching so that school experiences can be more applicable for students.

In Rocky Mount, guidance is an especially important factor, according to Mrs. Sally Bass, coordinator for occupational programs, who sees occupational interests as "another line of communication between parent and child." Occupational exploration is intended to be exactly what the term implies – investigation into types of jobs. Mrs. Bass, Mrs. Noel Moore (director for guidance services), and the three school guidance counselors do *not* try to get students to decide at the junior high level what jobs they will apply for several years later. Nearly all of them will change their minds several times before then. Rather, occupational guidance tries to show where a

student's most realistic potential lies.

Using guidance tools such as interest and aptitude indicators (in addition to face-to-face discussions), the counselors can help students and parents plan appropriate academic scheduling at the senior high school and post-secondary levels. Although the validity scores of such instruments are not always reliable, an eighth grade boy may determine that his occupational interest definitely does not lie in art or social work, but in science.

Even the guidance staffers themselves, according to Mrs. Moore, have multiplied their knowledge of occupational possibilities, particularly in regard to local industries and businesses. By becoming better informed, they are able to convey to students more complete information about a wider variety of jobs that one day will be waiting for today's junior high schoolers.

Take the case of a girl who recently expressed her desire to train for secretarial career. Her counselor, Mrs. Dot Knight, helped her realize that nowadays "secretary" might not be enough of a goal. There are so many different *kinds* of secretaries. After examining several data sources, with Mrs. Knight's counsel, the girl realized that she would need more than traditional school business courses. By enrolling in French, she is preparing herself for a bilingual secretarial position, in addition to learning a foreign language. She may even discover that her eighth grade occupational exploration, nurtured by enlightened guidance, has opened the door to several other career possibilities that require a foreign language background.

In-service workshops for teachers are another key way of strengthening the occupational exploration approach in Rocky Mount. With certain exceptions, the deliberate concentration on relating school projects and assignments to the world of work is probably as new for most teachers as it is for students. The workshops give teachers a chance to pass their secrets of success along to their colleagues, as well as to reveal where help is needed most in correlating occupational thinking with academic work in the classroom.

The schools are keeping parents informed, too, about the system's new educational thrust. Group sessions have offered general information about the program; individual conferences with parents reveal the indicated mental abilities, achievements, interests, and aptitudes of their children; and printed information is distributed from time to time. Workshops for parents were held during the summer, after the first semester of the pilot program had been completed.

Also during the summer, a three-week session of fun learning for seventh and eighth graders gave students a chance to "do their own educational thing" and featured a negative drawing card: no lectures, no grades, no tests, and no homework. Every student was permitted to follow his own bent, with supervision from interested teachers who also enjoyed "exploring." While some were studying health occupations, others were stripping down lawn mower engines and rebuilding them. Some staged a musical play complete with pit orchestra and chorus, and others learned to type.

Clichés such as "learning by doing" and "experience is the best teacher" have found new respect through middle grades occupational exploration in the schools, which resulted from General Assembly action in 1969. Nobody seems ashamed that more learning is going on *outside* classroom walls now than in previous years. Field trips that used to take students only to fields and museums now take them to stock brokerage houses, automobile dealers, sewage plants, bakeries, scientific laboratories, department stores, college drama departments, and airports – all of which offer employment opportunities for students, who, these days, are preparing for them with the active assistance of the public schools.

Occupational exploration in Rocky Mount cannot be pegged as a program for potential dropouts because *all* junior high school students are involved. Nor can it be regarded as a series of special vocational courses because *all* the middle grades subjects are being related to the world of work.

Students, of course, are the ones most affected by the program, and they seem to find school more relevant because of it. A study done in Rocky Mount by the State Department of Public Instruction's Occupational Research Unit brought these attention-getting responses from those seventh and eighth graders who had been exposed to occupational explorations for only one semester. In Rocky Mount 50 percent were included in the first phase last year; this year all seventh, eighth, and ninth grade students are included.)

Has school been more interesting for you since February? (Seventh graders: 78.6 percent, yes; 12.5 percent, no; 8.9 percent, no difference. Eighth graders: 82.5 percent, yes; 5.3 percent, no; 12.3 percent, no difference.)

Have you been helped in learning more about the kind of work that is done in different jobs? Some of the yes answers were these (the first figure for seventh graders, the second for eighth graders): **by field trips to businesses?** 78.6 percent and 80.7 percent; **by regular classes in school such as English, math, and social studies?** 75.0 percent and 84.2 percent; **by guest speakers?** 82.1 percent and 56.1 percent.

Have you been helped in learning more about the education or special training that is needed for different jobs? Yes responses for seventh (first figure) and eighth (second figure) graders were as follows: **by special classes about occupations?** 67.3 percent and 70.2 percent; **by shop work or laboratory practice?** 38.2 percent and 37.5 percent; **by field trips to businesses?** 69.1 percent and 76.8 percent; **by other regular classes in school (English, math, social studies, etc.)?** 67.3 percent and 81.8 percent; **by guest speakers?** 75.9 percent and 53.6 percent; **by other special occupational activities?** 55.6 percent and 63.2 percent.

The last of 16 questions the students were asked – **Are you satisfied with the way your school is helping you?** offered 10 types of specific answers, but 3 seem especially significant; **to learn more about jobs or careers that you may like?** 87.5 percent and 89.5 percent; **to begin thinking about jobs?** 94.6 percent and 89.5 percent; and **to see how what you learn in your school subjects can be used in a job?** 89.3 percent and 89.5 percent.

Occupational exploration, according to responses such as these, has had its intended effect on Rocky Mount students and on students in the State's other middle grades projects, who gave similar answers.

With increasing emphasis being placed on education – by everything from public service announcements to the tax-dollar pie – it helps if students can see *why* education is so important. With this new approach in public school learning, the schools are showing them more specific reasons. And future members of the work force are seeing for themselves that those reasons make pretty good sense. (JLN) ■

SEIMC NETWORK

HELP FOR SPECIAL EDUCATION TEACHERS

More determined than ever before, public education is trying to catch up with the needs of "exceptional children." Although that term has long been associated with the mentally retarded, it covers other types of learners as well. The visually and hearing handicapped, for example. The academically gifted. The emotionally disturbed. And others.

In North Carolina, one of the behind-the-scenes forces helping the teachers of exceptional children is the Special Education Instructional Materials Center (SEIMC) Network. Now seven years old, the Network not only lends instructional materials (books, educational games, slide-tape presentations, etc.) to such teachers, but also offers them in-service training opportunities. Special educators can become SEIMC clients with borrowing privileges simply by completing an application form. The services are free.

In 1963, the North Carolina IMC Network was started in Raleigh. Since then, other offices have been opened at Asheville, Grifton, and Winston-Salem. IMC spokesmen hope later growth will result in an area center for each of the State's eight educational districts.

Three of these centers now act as circulation points from which the instructional materials are loaned to teachers in their respective locales; each of them serves approximately one third of the State. The fourth, the Winston-Salem IMC, prepares materials and orders others from commercial manufacturers.

One such item is a multipurpose vinyl jacket equipped with almost every common type of clothes fastener known. Constructed in a teachable put-it-on-and-wear-it size and sleeveless style, the jacket can be donned easily by trainable and low educable mentally retarded boys and girls, who can practice the motor processes of zipping, buttoning, snapping, and buckling without having to unfasten their own clothing. The jacket idea was generated, in fact, by a special education teacher. She had a pupil who could not seem to master the buckling of his own shoes and asked the IMC Network for help. About the same time, it was reported that another pupil in the State was having difficulty with zippers.

Here, then, is the beginning of one of three cycles in which the Network operates. If a teacher sees the need for an instructional aid in his classroom, he fills out a brief questionnaire (available in every school system) or calls in his request to his area center. Through a nation-wide hook-up, a Texas-based computer reveals which, if any, of some 5,000 items in stock could help that particular teacher with his particular instructional problem. When the computer does name certain items already in stock within the area serving North Carolina, the teacher's request can be processed in two to three weeks. Orders filled directly from the Raleigh office take only a few days.

If the computer can come up with no in-stock suggestions, the second IMC cycle begins to function, when the teacher's query comes up for review at the next monthly meeting of the Network's Production Approval Committee. The committee consists primarily of the Network's field services coordinators, whose duties are fourfold: (1) demonstrating new educational materials in the area of special education; (2) assisting teachers, administrators, and other school personnel in locating available materials, references, and publications in the Network; (3) assisting classroom teachers in proper utilization of appropriate materials; and (4) assisting in the evaluation of these materials. The Committee decides whether the inquiring teacher's need is prevalent enough across the State to merit producing or ordering an item that would incorporate it. Further, this group tries to determine (as in the case of the jacket) whether two or more teachers' requests can be fulfilled adequately in a single instructional piece. Thus, the jacket incorporated four possible suggestions – one item to help teach four everyday fastening processes.

Perhaps some of the most usable instructional materials are made available through the pragmatic third type of cycle, the motto of which might be

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SEIMC NETWORK

"If it works, spread the word." Special educators who have discovered successful methods and materials on their own pass their findings along to the Network so that their colleagues might also benefit from them.

According to Ted Drain, coordinator of the NCSEIMC Network, news about the instructional materials centers is conveyed to teachers via *Keynotes,* a quarterly newsletter produced by the Division for Exceptional Children, State Department of Public Instruction. Copies of *Keynotes* are mailed to special education coordinators in each local school system, and these coordinators distribute the newsletters to their teachers. By January, a catalog listing current holdings within the Network will also be ready for distribution. The catalog will probably be revised yearly since new acquisitions are constantly being stocked.

Gifted and talented pupils' needs will receive more IMC attention beginning in 1971. According to Elementary and Secondary Education Act (ESEA) Title VI-a provisions, such children are not regarded as "handicapped"; thus, projects for them cannot be funded with (federal) ESEA money, which supports the general work of the Network. The IMC at Raleigh, however, is State-funded. As such, it is the only one of the four North Carolina centers that can cater to the gifted and talented children of the State.

The Raleigh IMC also is the only one housing professional books and journals, and other reference materials such as workbooks and curriculum guides. Its major thrust, however, is to set up in-service training sessions for special education teachers in the State. Drain points out that 400 special educators (mainly elementary teachers who are experiencing their first year teaching educable mentally retarded children) and 6,400 pupils will be affected by a current in-service project.

It began last summer, when 20 "resource demonstrators" attended a special institute in Raleigh. They were introduced to a newly created multimedia language development kit developed by the Network staff, as well as to the Network's broad functions. Now they are conducting workshops to orient other Tar Heel special educators to the SEIMC Network and to help them select, produce, and evaluate instructional materials. "Funding for this particular in-service program will run close to $11,000," Drain notes. "But colleges and universities aren't yet including instruction in the use of the centers, and many veteran teachers still aren't familiar with them. Therefore, this figure, which translates into less than $30 per retrained teacher, is even more impressive than it looks."

The Grifton (Pitt County) center is the distribution point serving the eastern third of the State. It also allows its demonstration classes to use and evaluate new materials and methods. Asheville/Buncombe's IMC circulates materials and makes videotapes of the demonstration classes. Its distinguishing specialty, however, is aids for the visually handicapped. All three of these distributing IMCs, though, are concerned with education of the trainable and educable mentally retarded, and eventually will have materials for use in the teaching of children with hearing handicaps.

North Carolina teachers of exceptional children may be interested to know that their European colleagues are certified to teach, in part, because of their skills in actual materials production. This, according to James J. McCarthy,* was what President Kennedy's Task Force on Rehabilitation and Education members discovered while studying Continental methods of aiding those who teach the not-so-average kind of student. American teachers, however, are regarded as *practitioners*, rather than *producers,* McCarthy notes, much like physicians who use surgical instruments and drugs but neither design, manufacture, nor test them.

Before IMCs came into being, special education teachers had to rely on their own collections of materials and possibly those in their nearby libraries – materials which in most instances had not been developed with specific learning characteristics of handicapped children in mind.

By 1964, prototype centers funded by ESEA Title III were in operation at the University of Wisconsin and the University of Southern California. The Task Force had recommended that IMCs function as the *producer* arm of the total practitioner (special education teacher). From this beginning, other regional centers sprang up across the nation. The one with which North Carolina network is affiliated is the University of Kentucky Regional Special Education Instructional Materials Center (UKRSEIMC).

General goals also were derived, and a UKRSEIMC brochure lists most of them among the services it offers:

1. Affiliated Centers. The four in North Carolina, as well as others in Kentucky, Tennessee, and West Virginia.
2. Materials library. If the materials a teacher requests are not available in his affiliated center, its personnel will convey the request to the UK center, and materials may be borrowed directly from there.
3. Demonstration. To teachers at conferences, regional meetings, and in-service training sessions; other workshops arranged by request.
4. Dissemination. Through a free newsletter, the *UKRSEIMC Quarterly,* containing information specifically related to instructional methods and materials. (Teachers who affiliate with any of the N. C. centers automatically become clients of the UK center and receive *UKRSEIMC Quarterly* as well as *Keynotes.*)
5. Consultation. With school personnel regarding instructional materials. If a teacher has a specific problem, for example, a list of recommended appropriate materials is made available.
6. Materials development. Staffers work closely with another outfit – the Instructional Materials Center Network for Handicapped Children and Youth – in the development of new items. Related information is made available through the *UKRSEIMC Quarterly*.
7. Evaluation. Controlled studies are performed to test different instructional techinques. Interested teachers are encouraged to participate in these research activities.

The centers are understaffed, Drain says, and additional centers are needed to bring services closer to the interested audience. But teacher requests for in-stock materials can be acted on

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fairly quickly. A teletype connection with the University of Kentucky makes possible detailed responses from there available within 24 hours. Also, production at Winston-Salem is pepped up during the summer when youth corps workers help make materials for use during the following year.

Although well-established pros in special education use the IMC Network, novice teachers in particular can find valuable aids waiting to be used. For example, a first-30-days crash kit designed specifically as a "security blanket" for brand new special education teachers of the mentally retarded will be ready next August. The kit will contain instructional games, records, slide/tape presentations, simple reading and arithmetic tests, and information on how to organize attractive centers of interest in the classroom – all intended to help a teacher's first month with mentally retarded children go smoothly.

A puppet kit can supplement the teacher's oral language development efforts with reserved pupils. SDPI's Field Services Consultant Mary Marcia Salsbury notes that a seemingly withdrawn child can appear socially normal when he expresses himself through a puppet's mouth instead of his own. The puppet is one way to bring him out, and eventually bring him around to normal self-expression.

Other reading material is offered to special educators. *David,* for instance, is on the Raleigh Center's library shelves. Prepared by a well-known North Carolina husband-wife team, Bruce (photographer) and Nancy (writer) Roberts of Charlotte, the picture book received national publicity a couple of years ago. The Roberts couple combated a long-standing reluctance on the part of the public at large to take and display photographs of mentally retarded children. David, incidentally, is Nancy and Bruce's mentally retarded son.

"We have a commitment to serve special education teachers," Drain says. "When a teacher says, 'I feel you should do this for us,' we take his recommendation seriously because he, more than any other kind of educator, is in a position to know what is really needed in the way of instructional aids and services." (JLN) ■

*In **Exceptional Children.** "An Overview of the IMC Network," December 1968, when McCarthy was as associate professor of education, Department of Counseling and Behavioral Studies, School of Education, University of Wisconsin, Madison.

SENATE YOUTH PROGRAM DELEGATES ANNOUNCED

Two North Carolinians will be among 102 national student leaders spending January 30-February 6 in Washington, D. C. to learn about United States Government while watching it in action. Jeff Kristeller of Durham and Mike Shank of Warsaw were selected from among 20 finalists to be North Carolina's delegates to the ninth annual Randolph Hearst Foundation United States Senate Youth Program. U. S. Senators Everett Jordan and Sam Ervin made the announcement on December 1, several weeks after a panel of Tar Heel educators had interviewed the candidates.

To be eligible for the honor, which carries a $1,000 scholarship, each student had to be an elected officer in one of several designated positions. Candidates also were required to have completed successfully a course in United States history. Before they became eligible for the State-level interviews, they were tested locally with objective examinations supplied by the Hearst Foundation.

In the past, the President and Vice-President have met and talked with the young Washington visitors, as have the Secretary of State, Secretary of Defense, a member of the Supreme Court, and many of the Senators. Along with some of these, many other high government officials will address and answer questions from the delegates.

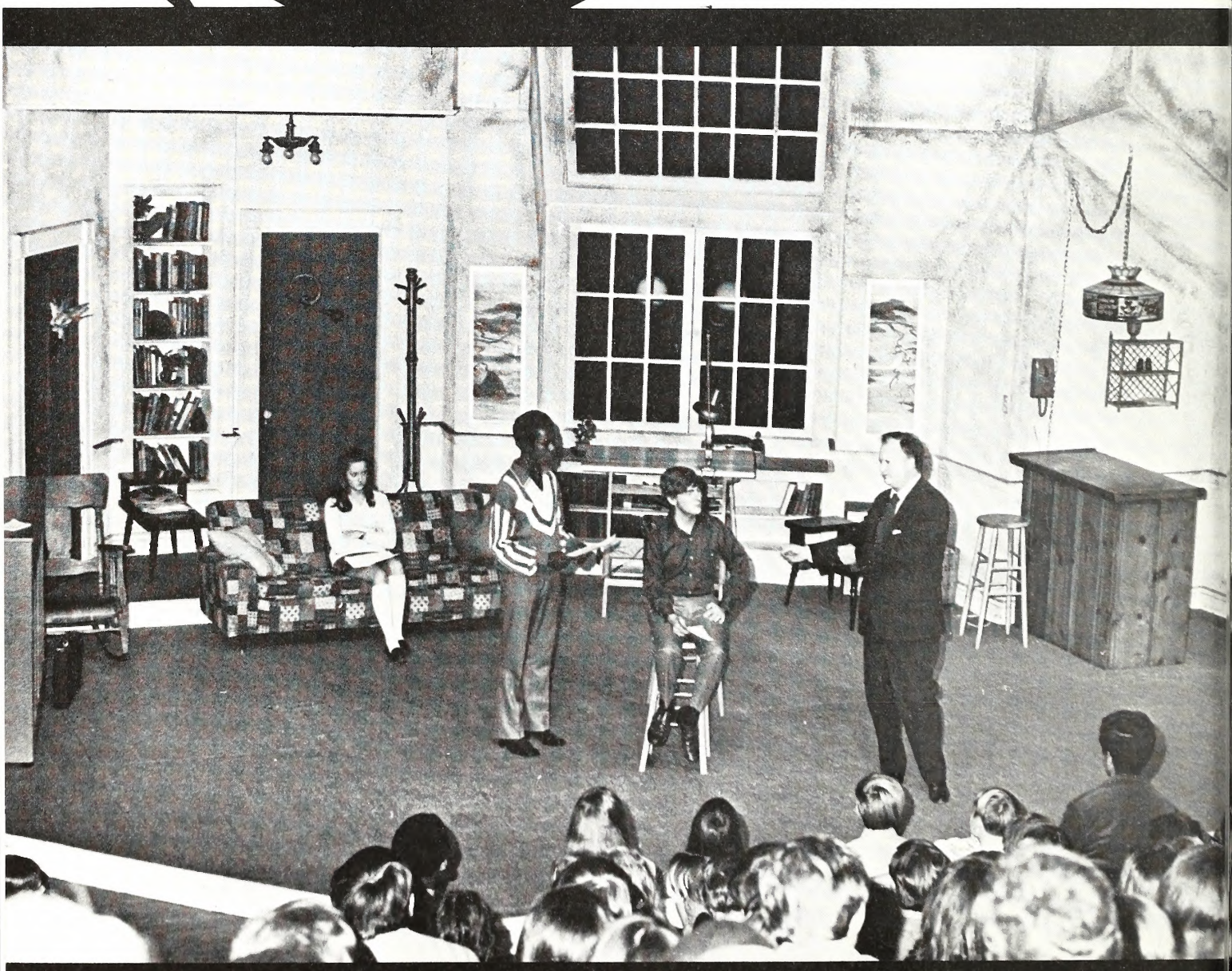
The scholarship grant of $102,000 was approved by the Hearst Foundation Trustees because of the outstanding quality of the winners in the first five years of the Senate Youth Program. The grant continues for the fourth consecutive year.

Jeff Kristeller is currently student council president at Durham High School and Mike Shank is a student representative for his county advisory council. Both have participated extensively in community and church work, as well as in school activities.

drama clinic treats eager patients

"The blue is cutting the salmon."
"Make like a goldfish."
"Physicalize."
"Now say *spa*."
"Take vitamin C."
"Decrescendo flush."
"The shortest distance between these two points is *not* a straight line."

Out of context, these lessons sound like strange food for thought for instructors to be passing around the classroom. But they made perfect



sense to some 350 drama students and their teachers who recently jammed the North Carolina School of the Arts theatre in Winston-Salem for a day-long drama clinic. The session was sponsored by the N. C. High School Drama Association and the State Department of Public Instruction. SDPI English Consultant C. C. Lipscomb, one of the clinic's prime movers, called the participants "representatives of the belief that drama is a vital, integral part of total school activity."

The audience Lipscomb described was specialized. A different group probably would have giggled at many of the things they did that day (like sticking out their tongues at each other). But laughter was sparse among the stage-oriented and came only when something happened that could be called universally funny.

They were there for serious study. Lesley Hunt, voice and speech instructor at the School of the Arts, made them practice saying "Peebdee Beebdee" and stretch their tongues by thrusting them in and out snake style. Good stage diction is prefaced by such good sloppy exercises, she said in her clearly British accent. "Push your jaws forward and work the center of the lips the way a goldfish does." That meant puckering up to plain air, but they puckered nevertheless. "Loosen the jaws by saying 'Spa'," she continued, "and keep practicing 'Peebdee Beebdee.' "

They also studied *practicals* – lights on the stage that actors turn on and off during a play. The stage was all set for a production of *The Sign in Sidney Brustein's Window* (performed that afternoon by students at the school). Ward Resur, School of the Arts lighting director, illustrated how the playmakers would be using practicals. Stage doors opened into a bedroom and a bathroom, both of which had switch-on lights. David, a character in the play, lives upstairs, so there was an upstairs light. Just offstage was a refrigerator; the audience could tell when it was in use because of the on-off light cast across the stage, as well as the sound of the door opening and closing. The lighting crew had even supplied an insect repellant lamp (in case of mosquitoes), which the cue sheet labeled "outside bugaway."

Specials, on the other hand, are those lighting effects achieved through other fixtures: moonlight and sunlight coming through the window; psychedelic red, purple, and multicolored flashing lights; streetlights; and black lights. Blue house lights were made to "cut or cool" salmon house lights.

They learned new things about geometry, too – how different shapes on the sound cue sheet signal the in-sustain-out requirements of a flushing toilet, a ringing telephone, and a scratched record. Resur and a student assistant illustrated how the saxaphone would whine the melody of "Little Girl Blue" as Gloria, in the play, begins a psychedelic trip.

Ever hear of a human typewriter? There was one at the drama clinic. Several of Dr. William Jaeger's acting students "improvised," building themselves into an easily recognizable working machine complete with pecking keys and jerking carriage return. In another improvisation there was no questioning the fact that the girl was putting on false eyelashes, even though the lashes, glue, and mirror were not available. "I like to get the students to really physicalize externally," Jaeger noted. "Then we can work on helping them to be organically active." Organicalize?

A character must know certain things about the person he is playing, according to Jaeger, and a student who had just improvised preparations for a fishing trip had her answers ready. (1) Where am I going? "I'm going to go fishing," she answered. (2) What did I come on stage to do? "I came to lift up the imaginary rock and dig up about five imaginary worms." (3) Why now? "Because I promised my mother I'd be through before dinner." (4) Where do I go to get off stage? She pointed to stage right.

They sang *mih, moo, mow, mah, may, mee,* along with William Dreyer, School of the Arts singing instructor, who told them, "The *m* is to pull the tone forward and pull it out in front of the mask, and you must insist upon purity of the vowel tone." They were trying hard to insist. Up and down the musical scale they mooed and mahed, right out loud, without embarrassment. And during an inhalation exercise, they inhaled, on orders from Dreyer. "Now hold that breath in until you hear from me. We're going to exhale on the slow count of eight. No inner tubes, please, softly. Help your friend up from the floor there, pal." Laughter, of course, since no one had really passed out.

"The serious person will remember and will do all these things," he reminded the audience. "The same students here at the School of the Arts who do this are the ones who take away from the school everything we have to offer them."

Laryngitis is either physical or mental, they were told, but for actors probably mental, a result of nervousness. Vitamin C, rest, and diluted fruit and vegetable juices were recommended. Some opera singers, they heard, don't even speak or go anywhere on the day of a performance.

Attitudes condition all other things, visiting artist Robert Donley stressed. The basic thing about any character is his attitudes. "If I hate women, and people of Welsh extraction, and green-eyed people, these attitudes will affect my behavior. I'm going to have a difficult time getting married, especially in Wales, and being chased by some green-eyed woman won't help much. This analysis is part of the *craft* of acting. Two boys, who volunteered as guinea pigs for an unrehearsed scene from *Of Mice and Men,* quickly discovered that the acting craft can be learned, but the way isn't easy.

Ideas are conveyed by words, as everybody knows. Donley added, however, that word pictures are what the actor must find. "War is a terrible thing" can convey unthinking, polite agreement. Or, through visualization (holding in the mind a clear picture of what the words mean), it can convey images of bodies, blood, dirt, and tears. "If you want to walk from one point to another, you simply do it. But acting requires visualization, and visualization demands these other steps. The shortest distance is not a straight line."

There were veteran drama teachers in the audience. "I've been teaching my students all this for years, but somehow our clinics help them appreciate it more," one commented during a break. And drama background-less English teachers who have been stuck with putting on the school play were also among the intended beneficiaries of this year's clinic.

But mainly there were the theatre-minded students – serious, attentive, and soaking in every word. "You must take the chance of falling on your face and making a fool of yourself if you are to succeed on the stage," they had been warned by one of the professionals. And the prevailing feeling was that there were several hundred drama students and teachers anxious to get back to their school stages and take their chances. (JLN) ■

TEENAGERS BUILD HOUSES

What helps a student decide to stay in school until graduation, when maybe everything else would fail? Teaches him a skill that can be used for employment, if he wishes, or for a hobby? And lets him help make a class project that will be valuable and usable for decades?

It's building a house – a real, salable, and livable one – with high school tradesmen, in a construction program like the one at Orange High School, near Hillsborough. Since 1965-66, the occupational classes involved in the "live construction project" have built a house each year. The result, on a wooded site only a mile or so from the school, is a small residential development. Buyers have included a scientist, an automobile dealer, a chain food store manager, and an independent grocer. And appraisal value has gone as high as $35,000.

Although they are teenagers, the carpenters, brick layers, electricians, draftsmen, and landscapers have seen the product of their educational efforts progress from blueprint to sale. Having learned their skills from a teaching staff with close to a century of actual field experience, these students have found jobs waiting for them at the graduation door.

"I started teaching just to get this program going in our schools," says carpentry teacher Everett Forrest. "I had preached for it and begged for it almost 20 years. When some of our Board members and superintendents returned from an educational tour in Germany, they were really sold on vocational education."

Like some of the other trades teachers, Forrest was in business for himself. He is a former contractor and cabinet shop operator of some 40 years, and he planned to teach only one year.

Forrest's carpentry graduates can be awarded up to a year's advanced standing in a four-year apprenticeship program. While working on the job, they can progress to journeyman rank by attending technical institute classes two nights a week. "With no advanced placement, a beginner could start at around $2.00 an hour," he explains. "With the year's credit, though, these boys can start out making $2.50 to $2.65." At any rate, according to Forrest, any student who completes his two-year carpentry offerings won't be forced to go job hunting. "I've got one contractor who will automatically take every student who finishes this course."

Brickmasonry also is taught in a two-year sequence. William McPherson, who teaches bricklaying, starts his first-year class off with classroom drill practice in line work and building corners. From there, they can get some basic experience by working on the house in progress, but all exposed work is done by the second-year students.

McPherson's graduates who stay with masonry enter one of the most lucrative branches of the building trade. With advanced placement, a capable bricklayer can enter apprenticeship at $3.00 an hour and earn $5.00 by the time he becomes a journeyman. "I have had some boys, though, make $5.00 an hour even before they complete the apprenticeship," he says.

A masonry subcontractor of 22 years, McPherson is an experienced teacher of apprentices in on-the-job training. "That's one reason I don't have trouble placing my students because I know almost all the contractors in North Carolina. And I wouldn't recommend one of my boys unless I was really sure he could hold his own in a job situation."

Charles Roberts' students are the ones who design the houses that are built each year. Drafting is an occupational course leading to several career possibilities, including commercial art and architecture. Girls not only have a reasonable chance to find employment in these and related fields, but according to the teacher, "My girls usually turn out to be better students."

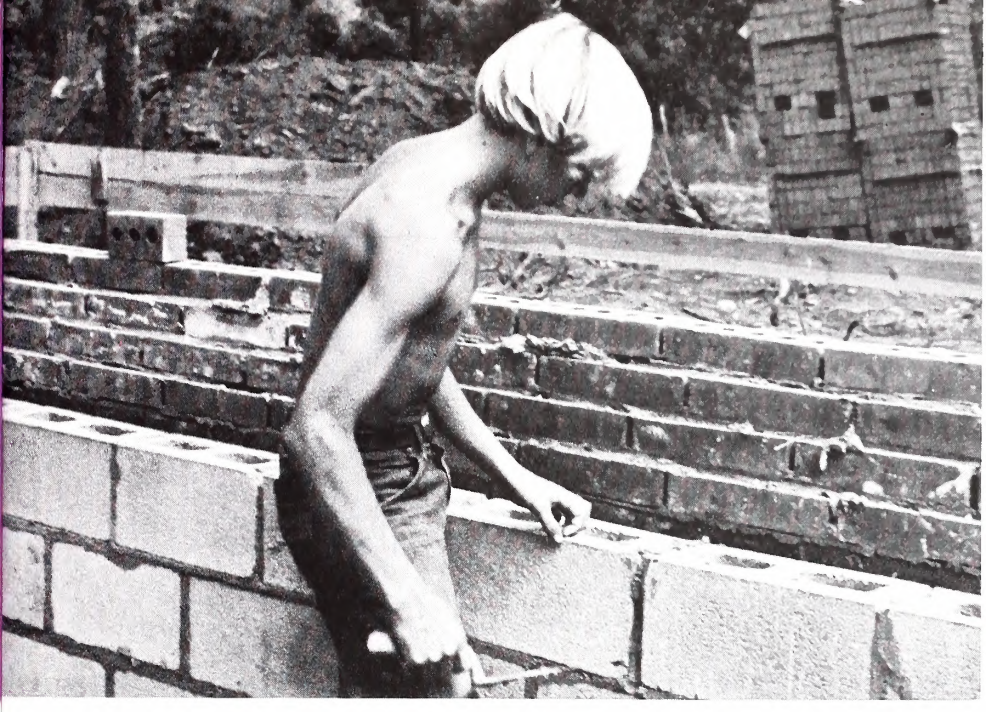
While Roberts is teaching his first-year class the fundamentals of drafting, his advanced students are designing next year's house. "Only 10 to 15 will sign up because they know there's a lot of math in second-year design. They need to know how to work geometry, and trigonometry as well; how to figure up the number of yards of concrete needed; and how to figure materials and specifications."

Architectural drawings are initiated in September, and blueprints are usually ready in March. A complete set goes to the superintendent, the principal, and each vocational teacher involved in the project. Roberts and his student draftsmen retain the originals.

"I let them know that what they get here is not enough to build a career on," Roberts says. "A few years ago, it seemed that I had the disadvantage of having students who just wanted an elective. Now they know they're in a trade, and most students go on to technical schools or to college."

Student electricians work under the direction of S. J. Parker, who has taught physics, chemistry, and a few catch-all courses, as well as electricity and electronics. Those enrolled in the first level learn, through various experiments, general electrical theory that could be applied to almost any area of electricity they might choose to work in. Second-year students get to wire the house. This includes receptacles, switches, air conditioning, and dishwasher and washer-dryer connections. "Last year the electrical system was more elaborate than you'd find in the average house that size," Parker noted.

The student electricians also do a lot of odds-and-ends jobs around the



school – under supervision, of course. They are now in the process of putting in some lights and receptacles, and they just finished some listening booth work in the library. "We're constantly doing jobs on the side that relate to what we study in the classroom," Parker said.

"We also have the necessary equipment to teach second-year electronics," he continued. "The electronics area would be a wide open field for girls, for example. But students are more interested in residential installation because this is something they can see every day in this area," he said.

Tommy Leonard's ornamental horticulture and landscaping students begin with drainage control and preparing for walks and the driveway. Then, Leonard adds, the students begin to engage in some fierce debates. "This field involves certain basics: there are certain shrubs you just don't plant around a patio – because of the birds. And certainly, if you have a pool, you're not going to plant berries around it. But beyond that, it's largely a matter of personal preference. It almost embarrasses me to tell you what shrubbery you should have around your house because I think it's almost like buying clothes. But if you can tell me what effect you want, then I can help you decide what to use. By the end of the year, when we get down to deciding what this house will get, it can get pretty tough because they've formulated a lot of opinions by that time, and they hang by them." So far, funds for actually purchasing trees and shrubbery have been available for only two of the four houses.

"I try to make it flexible with the students – get them to the point where they become more creative and think for themselves. We always try to help them learn to make do with what they have. For example, we will root shrubs in an old washtub." Leonard says that the course is basically a back yard hobby course. Only one year of horticulture is offered. His students sometimes work in nurseries and design landscapes for townspeople (they have more requests than they could ever fill), but they aren't taught commercial landscaping.

Many of the students who eventually work in the annual live project get their introduction to building in the construction industries course taught by Eugene Logan. Construction industries, which presents the basics of drafting, blueprint reading, bricklaying, and electricity, is for tenth graders.

Logan has also taught science and math, worked as a postal clerk, and rebuilt and redesigned upright pianos. His interest in construction stems from his work in that field since 1947. He still makes cabinets as a sideline. "Technical schools do a lot," he said, "but I'm still happy that we have so many vocational courses here in the high school. With the junior high school's course in introduction to vocations, we have an opportunity to show the student from the ninth grade up the possibilities of the world of work."

Real representatives of that world of work (area contractors in particular) lend their assistance to the school project, too. They are consulted especially in the areas of plumbing, heating, and air conditioning since there are no instructors specializing in those fields. The students do even those installations though. Each teacher has an advisory board, which includes several such laymen who recommend what he should teach and suggest how to teach it so that the graduates will be ready for the industrial openings awaiting them.

"The only things we subcontract," said Forrest, are excavating (with the heavy equipment we don't have) and carpetlaying. We were afraid we would have trouble from our contractors since we, too, sell houses to the public. But they are so pleased with it that they will do anything they can to help us train these young men – who eventually will be helping them in their businesses."

Woody Bostick, a State Department of Public Instruction area director for occupational education, says that the Orange High School project lets students see a real connection between theory and practice. "Theory becomes relevant and applicable when they actually plan, build, and landscape a house," he said.

Such a project probably sounds extremely difficult to most people watching from the sidelines. "Lots of superintendents visit us and can hardly believe what these students are doing," Forrest commented. "But it smoothes itself out once you get going."

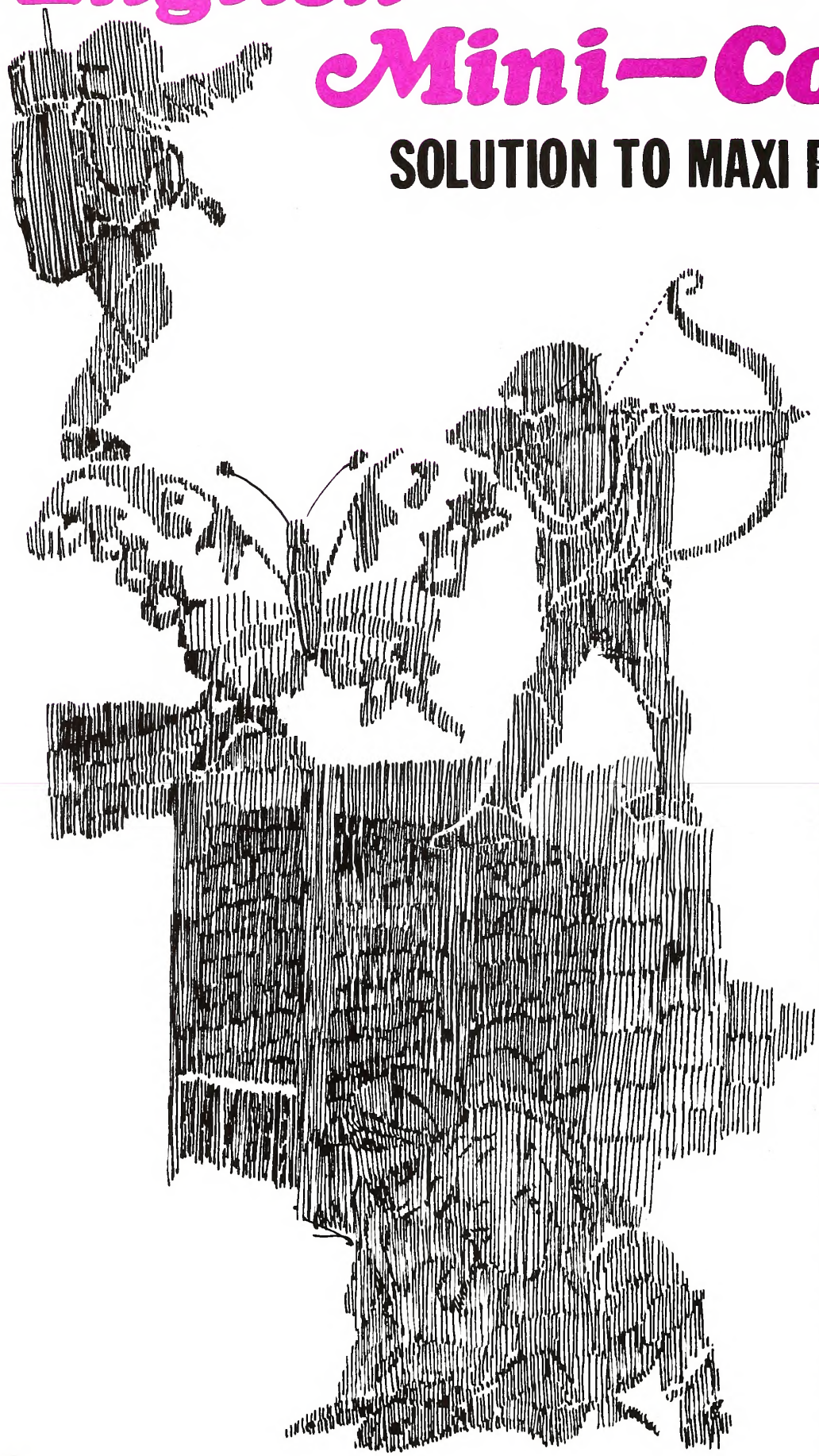
The split-level model now under construction, by the way, will have on the main level a foyer, living room, dining room, and kitchen-family room combination. Upstairs will be a master bedroom and adjacent bathroom, and two other bedrooms with a bath. The lower level will feature a recreation room complete with fireplace, along with a utility room and garage.

When completed, this year's house will be shown to the public at a two-day open house. Hillsborough furniture dealers are already requesting administrative permission to put on the finishing touches by displaying their merchandise during that weekend.

Orange High School's construction laboratory students will watch their house become a home when the highest bidder moves in. Meanwhile, work continues at the building site, and nearby land has already been cleared in anticipation of next year's student plans. (JLN) ■

English Mini—Courses

SOLUTION TO MAXI PROBLEMS?



Mini-skirts and mini-bikes are everywhere. A Raleigh newspaper runs a weekly mini-page for small fry readers, and a real estate man is selling mini-farms to middle-aged city boys who always wanted to have a retreat in the country.

Goldsboro High School has gotten into the mini act, too. Its English department offerings have been restructured this year into 50 mini-courses. Students must still meet certain established requirements during tenth, eleventh, and twelfth grade English study, but the nine-week mini-courses give them an opportunity to *choose* the areas they want to pursue.

The course list is tempting: Myths and Legends, The Subject Is War, The Supernatural, Persuasion and Propaganda, Science Fiction and Fantasy, Adventure and Sports, The Romantic Revolt. With specialized formats like these, teachers, too, can be more effective in the classroom. English teachers, like other humans, have their own strengths and weaknesses, favorites and not-so-favorites in their chosen academic discipline. Some are strong grammarians, and others just managed to get through college advanced grammar courses. And while some thrive on Chaucer and Shakespeare, others find modern American fiction or mass communication more to their liking.

The new arrangement gives students a chance to capitalize on their strengths, too. One of the goals of the school's English teachers and guidance counselors is to lead each student into classes appropriate for his abilities and interests – eliminating the failure-repeat cycle that has always confronted academically weak students in required subjects. A student who obviously couldn't perform adequately in Shakespeare, for example, will be encouraged to elect something he could handle with some degree of success: Teenage Fiction or perhaps Adventure and Sports. The whole program, in fact, is based on the teacher's belief that students, with good guidance, will make wise choices.

There may still be failures in these new courses, but not necessarily repeats, according to Mrs. Mary Alice Sasser, chairman of the English department. If a student fails a given course, he need not take the same material again. And failures may be made up the following grading period, the next year, or in summer school. The only necessity is that each student satisfactorily complete 16 of the nine-week courses, (four of which are accounted for in the ninth grade course) by graduation. With four such periods in each academic year, a student who fails a course can take (and pass) two courses in a later period and catch up. (Ninth graders, incidentally, still operate on the year-long course structure, wherein they study basic communication skills and begin to sample literary types.)

Another built-in feature ensures variety among the students' selections. No more than 4 of the 16 English credits toward graduation will be given in the same area, such as drama. Therefore, each student will complete some language, composition, and literature courses in order to receive a diploma.

Registration brought some surprises, according to Mrs. Sasser. "More students than we had expected avoided the new interest courses and signed up for composition and grammar, for example. These are always wise choices, but sometimes extremely conscientious students worry about college-level writing assignments without really needing to. These are the students who, we hope, will eventually register for, say, the research and independent study courses.

"Then, there were students who signed up for Developmental Reading (a course designed for advanced readers) when what they needed was Corrective Reading. Obviously, we had to do some rescheduling, but that's an age-old problem even with traditional courses," Mrs. Sasser notes.

The English mini-course project got its start a year ago during a November departmental meeting. The English staff members concurred that the program then in effect was not really meeting the needs of the large and varied student body of 2,400. Many practical communications skills, for instance, were being sacrificed to more academic studies. A general lack of variety limited recognition of different abilities among so many students, not to mention different interests.

As a result of that meeting, a curriculum committee began to investigate possibilities for improving the English program at Goldsboro High School. Student opinion was surveyed, and other steps were taken to find out what changes would help. Gradually, the idea of nine-week courses not restricted by grade levels took shape, and each English teacher prepared a brief description for several possible course titles. After the department staff approved the idea, each teacher developed a detailed course description for two or three titles.

By the end of the 1969-70 school year, the Goldsboro Board of Education had given its approval and supplied $5,000 for equipment and materials for the project. Three teachers paid with funds supplied by the Board worked seven weeks during the summer to get the program ready by the opening of school.

English Education Consultant Larry Tucker of the State Department of Public Instruction assisted in the project from the beginning. He believes the creation of an innovative English program based on short, elective courses is in step with current national thinking. "I was impressed," he says, "with the dedicated leadership provided by Mrs. Sasser and the other teachers, who are anxious to provide a more highly motivated, more individualized program of instruction. No program of this type can succeed without the complete cooperation of the school's principal and guidance counselors; Goldsboro High School has been fortunate in having competent leadership and cooperation from both of these sources."

Goldsboro High School's students seem to like the mini-course arrangement, according to a student reporter who surveyed some of them. While one student likes not having to continue "studying" material he already knows, another notes that he now has permission to lean towards the English areas that really succeed in firing up his enthusiasm. Another, though, feels she might get more help from the teacher if she had more time to get to know him better.

Parents, according to the student writer as well as the teachers, are expecting the teachers to hold to their bargain. They don't want their newly liberated children to sign up for courses that won't challenge them. The school, they believe, must closely supervise the students' choices.

Last spring, several schools experimented with one- or two-week periods filled with mini-course electives, and they were enthusiastically received as a relief for end-of-the-year tensions. Goldsboro High School's English mini-courses, though, are *required* study. And they originated not with administrators or educational theorists but with students and teachers in the Department of English. Teachers are trying to arrange early registration during the school year for English classes. No mini-course is offered unless 20 or more students request it; consequently, teachers now have no way of knowing what they will be teaching during the next nine-week phase. They want to have a chance to prepare for the other new courses they know will be coming up.

With time, though, the scheduling procedure will be smoothed out, and English teachers at GHS will face the ultimate test. With the instructional specialties and schedules of the teachers well rooted and well publicized, the students will be signing up for certain teachers, as well as certain courses. The teachers know the parent-student-school implications in that kind of situation, as well as the additional challenges. So to avoid being branded with narrow academic labels – and to avoid getting into an educational rut – each teacher will be assigned at least one new course a year.

English teachers at Goldsboro High School call the mini-courses a "total program." They want to strengthen the concept of the *English staff* as opposed to that of *my English teacher.* And they want every student to feel he has a place in that total program. (JLN) ■

COMMUNITY EFFORT brings heritage to life

Production time! The curtain is going up on an outdoor drama which tells of pioneers from France and Italy, who are settling in a section of Burke County. The year is 1893, and the people have come from the Waldensian valleys of Italy and France to settle in a place later called Valdese.

An early Protestant sect, the Waldenses had been persecuted even before the time of Martin Luther, but the worst massacre occured in 1686 when Louis XIV of France sent his troops into the valleys. Thousands were killed; the few that were left fled to Switzerland. Three years later they returned to their home with the aid of William of Orange. Nevertheless, it was 1848 before the Waldenses were granted full civil liberties. After this, their numbers grew, and by 1892 twenty-five thousand Waldenses were crowded into the narrow mountain valleys. Tillable plots became smaller and smaller. It was time for some to seek a new home.

The author of the outdoor drama *From This Day Forward* is Fred Cranford, a pioneer in his own right: a pioneer of creative and performing arts in Burke County. A native of Burke County and a former history teacher, Cranford wrote the play over a period of nine years. When he discovered the possibility of getting Elementary and Secondary Education Act, Title III funds in 1967, he wrote a proposal for a cultural arts project that would explore the heritage of Burke and surrounding counties. His idea was to stimulate interest within the school system and community in the creative and performing arts, using local pride in heritage as a focal point. During the first year of the project, Cranford, as Director of the ESEA III Cultural Heritage Project, began working with a dramatics group which had revived after being dormant for about 25 years. Soon they began rehearsals on the story of the Waldenses.

The outdoor drama reflects the efforts of an entire community. Volunteers laid brick and poured cement for the 900-seat amphitheater, built props, and made costumes. Donations of yarn, cloth, lumber, chairs, bricks, flowers, and most of all – time – were made by the people of the region. One child's costume sums up the endeavor: the brocade was donated by a local furniture industry, the yarn by a local hosiery mill, and the decorations came

from broken jewelry collected in the community.

The amphitheater and the outdoor drama were only the beginning. The project has initiated an annual Burke Music Festival, developed Burke County resource materials and begun a North Carolina room in the Burke County Library, provided in-service training for teachers, and summer workshops for students.

The Burke County Music Festival began in 1968, the first year of funding for the Cultural Heritage Project. Held each spring, the annual event provides an opportunity for school children from the area to present native folk songs and dances and other things they have learned in the performing arts during the past year. Residents support the activity enthusiastically, just as they do the outdoor drama. Last year attendance at the festival was 400 for each of two performers.

This ESEA Title III Cultural Arts Project has had a lasting impact in the area of resource materials, too. Two publications have been written by Title III staff and printed by Burke County Schools' graphics and industrial communications students. *The Waldenses of Burke County* provides historical background material for the outdoor drama *From This Day Forward*. The other publication, *The Burke County Gold Rush,* tells about the North Carolina gold rush which occurred nearly 30 years before the California rush.

Cranford and his staff (never more than four strong except the year Title III funded nine teachers in creative arts) have developed an *Annotated Bibliography of Burke County Resource Materials* with the help of teachers, students, and the adult citizens of Burke County. Dr. Edward W. Phifer, a member of the executive board of the North Carolina Department of Archives and History, says that the Burke County collection is one of the most comprehensive of any produced in the State. Professors, graduate students, and undergraduates alike from nearby colleges frequently use the collection for research.

When the ESEA Title III project ended in December, the materials were transferred to a permanent North Carolina room in the Burke County library. Citizens of the area have come forth with letters, diaries, unpublished manuscripts, court records, old newspapers, wills, and deeds. All these resources are readily available to citizens of the community as well as to scholars, teachers, and students.

The staff of the Cultural Arts Project has consistently worked with teachers, conducting in-service training for them in the creative and performing arts, as well as offering supplementary materials. A more recent emphasis has been encouraging more creative teaching methods – developing their own units, for example, with little reliance on textbooks. "After all," said Cranford, "the kind of materials we have compiled have never been available in a textbook. If we are to teach our own cultural history, we have only our own research and our teachers' ingenuity to develop the lessons."

Early in the history of the project the Title III staff began working with students in grades 7-12 in summer workshops. At the end of each summer session students were given a chance to show off what they had done. The summer's activities usually included a small play production, creative writing workshops, work in dance and music for all students who wanted to come. These workshops are over now (ESEA Title III funds are no longer available for them), but talents developed by the workshops will continue in the children who participated.

During the summer workshops of 1969, the Title III staff decided to experiment with including students from the Morganton North Carolina School for the Deaf in regular creative writing classes. In only six weeks the deaf students had so improved their vocabularies and writing abilities that the North Carolina School for the Deaf decided to employ two creative writing teachers to develop a program in the school for the next year. These teachers will be working with the deaf students in creative writing and literature and the teachers of the deaf in employing special teaching techniques.

The recently consolidated Burke County Schools has a new position, Coordinator of Fine Arts. In this position Fred Cranford will lead the development of a humanities program for the entire school system. His task should be easier because he has already laid much of the groundwork as director of the ESEA Title III Cultural Arts Project. He plans to continue placing emphasis on the pride of accomplishment that exists in Burke County and to try to make the total humanities program come alive for students and teachers. He looks forward to the same cooperation and enthusiasm from the community that was shown in the Cultural Arts Project. And with Cranford's vivacity the humanities program will come alive.

Cranford believes that a teacher has to be something of a "ham." As guest storyteller on a historical tour for fourth grade classes, he dramatizes the stories of Frankie Silvers and Samuel Martin, Burke County personalities from the past. He points out the tree from which Frankie Silvers was hung. (Burke County has the dubious distinction of hanging the first woman in North Carolina.) And the fourth graders eyes widen as they learn about their region's heritage. (LG) ■

Hough Named Principal of the Year

W. A. Hough, principal of North Mecklenburg High School, recently was named principal of the year by the principals' division of the North Carolina Association of Educators.

NCAE president Charles Sigmon presented Hough with a plaque at the principals' division convention in Durham. The inscription cited Hough for "challenging innovative practices, dynamic public relations, inspiring administrative vision, cooperative program planning, professional leadership, unselfish service to others, and concern for children."

Principal at North Mecklenburg since 1954, and previously at Berryhill Elementary School in the same system, Hough also has served as coach, teacher, and principal in Roxboro, Goldsboro, Dunn, and Bladenboro schools.

They're All Bright Kids

"They cry when they have to stay home." It sounds unbelievable, but Mrs. Frances Murphy said it, and she should know.

Mrs. Murphy is a fourth grade teacher at Brunson Elementary School in Winston-Salem, and each child in her class has an intelligence quotient of at least 125. "But the I.Q.'s just start there," she said, "and they go on up and up!"

Her class is for the gifted or academically talented. And at Brunson there are eight such classes for the gifted in grades 3-6. All the academically talented children in the system may attend classes at Brunson. From there they continue in an academically talented program at Wiley Junior High and Reynolds High School.

Teachers say that the children not only cry when they have to miss school but that they seldom miss it. "The attendance is almost unbelievable," said James E. Dew, school principal. He contends, as do the teachers, that the gifted are larger, healthier, and just all-round superior to children with normal intelligence.

You can see it in the classrooms. Each houses about 20 of the healthiest little bodies imaginable topped by pink cheeks and bright intelligence-filled eyes that would make any educator rub his hands in anticipation and start planning.

There is no window gazing. No staring. And no fretful fidgeting. Although extremely polite and well mannered, the children are possessed of an adult-like maturity that erupts repeatedly with constant "whys."

Winston-Salem's gifted program, begun in 1957, is the oldest in the State, according to its director, Douglas Carter, also curriculum planning supervisor for the system. Classes at Brunson began 12 years ago when the Winston-Salem and Forsyth County school systems merged. The object at Brunson is to place all children tagged gifted in one location so they may compete with one another and take advantage of centralized teaching and material resources. About three percent of the school population is served.

Attention is given, according to Carter, to a sequential development of the necessary skills in all subjects. The regular curriculum prescribed by local and State officials is taught, but at Brunson that "regular curriculum" is left far behind by students whose pace and mastery of concepts is a joy.

Mrs. Murphy, chairman of the teachers, is quick to note that the program is not one of acceleration. "We do the same thing regular classrooms do. But it's the goals we strive for – depth and enrichment – that make it different."

For one thing, the children are able to work on their own with more ease and success than normal children. Therefore, a dozen activities might be going on in a classroom at the same time. "The noise level tends to get high, but if you listen, they're all talking about their work," she said. The teachers also strive to develop critical thinking and self-analysis.

Student-prepared talks and research to produce them are frequently used methods. Topics are assigned to or chosen by the student, who then gives a 5- or 10-minute "morning talk" on the subject using visual aids ranging from student art to self-previewed film strips. Each child or group makes about six to eight presentations a year, and they are evaluated by their peers.

"Sometimes the children can be quite harsh," said Mrs. Murphy. "But we try to get them to see good points and to consider how they might have done better."

Regular letter grades are used for grading the students, but much of the teacher evaluation is a verbal thing with the individual child. "We want them to learn to evaluate themselves," she said.

Fourth grade students begin reading the Junior Great Book Series which leads to more discussion and analysis. Guidelines for class discussions include reading materials in advance, reflecting, keeping to the subject, speaking freely, being courteous, and backing up their assertions with fact. They follow them, too.

The planning required for the classes is tremendous. "I've never worked harder in my life," said Mrs. Murphy. To keep the children interested, teachers use a lot of games, three dimensional projects, research, field trips (with the help of parents), and fine arts projects.

The classes also plan and produce more than the usual number of student shows for their class, other classes, or the whole school. This year, for example, the sixth grade wrote, produced, directed, and acted in an original play entitled *Sorry, Wrong Number.* And on any given day you can find a group of students within a classroom doing an impromptu production to present something or other to their classmates.

The amount of creative writing is also greater. "We can cover the fundamentals of English faster and go on to other things, such as different types of writing," said Mrs. Murphy. Her class, for example, enjoyed Haiku this year.

The gifted children at Brunson also study conversational Spanish beginning at the third grade level. Each class receives about 40 minutes of instruction every other day. There is some grammar, little written work, and much use of games, songs, and like activities. "It's different, so they really enjoy it," said Mrs. Murphy. The instruction is continued when the children reach junior high school.

"One thing we are trying to develop through all these activities," she said, "is each child's special talent. If we can do this, then we've added something to the educational process."

Mrs. Murphy admits that in two areas the gifted children at Brunson have consistent difficulty. They "fall down" in spelling and computation, she said. This doesn't seem surprising in view of the fact that to a child they are all verbally oriented. "They just think too fast and thus make careless mistakes," she said. The teachers work with them on syllabication and phonics and generally urge their students to take the time to work out "bothersome" details like spelling and math.

Carter, who agrees that the children in the Brunson program are verbally oriented and that the program itself is

primarily academic in nature, would like to see something similar for children gifted in other areas or for children talented in just one area. (The system's summer enrichment program for the top 10 percent of its students serves this need to a great extent.)

Mrs. Murphy also said that discipline, though not a problem, can be nerve-wracking. "They just can't contain their ideas. They get excited, and want to express themselves right then," she said. The rules for discussion help.

The classes are small – about 20 students, and on each grade level teachers work closely together. Each class of students is divided each year and regrouped so the children will be mixed frequently during the 3-6 period. Field trips, music, and various other activities are sometimes held with several classes to provide large group experience.

Identification of the 50 students who enter the program each year is vitally important, according to Carter. It begins when all second grade teachers in the system refer the children they consider suitable candidates. They choose them on the basis of group intelligence test scores, cumulative records, questionnaires, observation, and personal analysis.

From there the selection goes to a screening committee made up of administrators, teachers, a social worker, and psychologists. The children are then given achievement tests, and all who score two or more years in advance of their grade level are considered further. These children are then rated individually, tested again, and evaluated by the screening committee before the final selection.

Parents of those chosen are notified and invited to the school to become acquainted with the program. Principal Dew noted that parents are not "sold." They are simply invited to learn about the classes to have their children attend. Transportation to and from school must be provided by the parents. Carter noted, however, that for parents with transportation problems, a carpool arrangement can be worked out.

The children are evaluated periodically during their Brunson experience; and, occasionally, a child will be returned to his regular classroom. "Sometimes a student can't take the competition at first," said Mrs. Murphy. But most, she contends, thrive on the competition which is not available to them in a regular classroom. Students can also move into the program at any time after grade three.

Teachers are hand-picked. They are all regular classroom teachers who are, first of all, excellent teachers. Warmth, understanding, and creative abilities as well as experience are factors in selection. The teachers are paid through regular State and exceptionally talented allotments. (The only other "extra" resource is a yearly $1,500 from local funds for materials.)

"Our goal," said Mrs. Murphy, "is to help them develop a sense of security and of responsibility and all of us realize the enormous task it is," she said. "We're trying to develop inquiring minds and curiosity. And we work like everything to help them satisfy their curiosity. Some children who haven't been challenged in regular classrooms blossom forth in an amazing way," she said.

"Do we think being in a 'gifted' program makes little snobs of them?" she asked. "Hardly. In fact, we feel it might have the opposite effect. They battle up against a roomful as good or better than they are." Carter said that while no formal study has been made to indicate these children have distinguished themselves in colleges and graduate schools throughout the nation.
ren have distinguished themselves in colleges and graduate schools throughout the nation."

Programs for the gifted are not rare in North Carolina. Figures for last year show there were 445 teachers of the gifted serving almost 12,000 students. It is estimated, however, that 10% of the school population falls into the academically talented category. That leaves almost 109,000 children not served. And as far as programs or classes for the gifted student at the elementary level are concerned, they're like Hens' teeth. (NJ) ■

CONTEST, OTHER HERITAGE WEEK EVENTS PLANNED

Teachers and students are invited to prepare special projects and events for a contest being sponsored by the Divisions of Cultural Arts and Social Studies of the State Department of Public Instruction in preparation for Heritage Week. Competition is open to schools as well as individual classes. Winning projects, festivals, displays, etc. will be named during Heritage week, which starts April 18.

Several organizations have already pledged support for and participation in the eight-day Heritage Week celebration, including the Homemakers of North Carolina, N. C. Federation of Music Clubs, Southeastern North Carolina Crafts of Lake Waccamaw, and Campbell Folk School of Brasstown. Businesses and industries have scheduled special promotions of Tar Heel products ranging from foods to arts and crafts, and some plan to sponsor local cultural events. Contributions of major racial and ethnic groups to North Carolina's historical and cultural heritage will also be spotlighted.

Six student interns will begin researching North Carolina folk culture and history next month in preparation for the observance. Working in pairs consisting of one history major and one music major, they will be given direction by faculty advisers at Western Carolina, Wake Forest, and East Carolina Universities. The State of North Carolina, through the Service-Learning Leadership Development Project in Appalachian North Carolina, has made the three-month internships available, and the students will work in conjunction with the State Department of Public Instruction.

When their research projects in the eastern, piedmont, and western sections of the State are completed, the Department of Public Instruction's Division of Cultural Arts will publish the most significant data in a social studies/cultural arts bulletin designed to aid elementary school teachers in Tar Heel-oriented class activities.

Additional information about Heritage Week and the contest is available from Dr. Melvin L. Good, Cultural Arts Consultant, Department of Public Instruction, Raleigh, North Carolina 27602.

Lexington Gets Pass-Fail Option

Lexington Senior High School students who meet certain criteria are permitted to enrich their academic backgrounds with courses graded on a Pass or Fail basis. According to Superintendent Jack Davis, the program was devised in 1968 to reduce pressure on students who prefer heavy academic schedules. It was felt that capable pupils should be able to pursue courses not essential for graduation or career plans without also bearing the burden of the traditional grading system.

To participate in the Pass-Fail option, a student must register his choices during the first month of school; possess an overall B average; be recommended by the Guidance Department; and have approval of the principal. Once he decides to take a given course under this plan, he may not change his mind. His grade of P or F is recorded on his report card and transcript but is not counted when rank in class is determined.

Davis notes that most of the 105 students approved have so far selected courses such as chemistry, foreign languages, mathematics, and humanities. But any course not required for graduation credit may be taken under the option. (The school has 100 offerings this year.) Some are arranged for independent study so that students can work with area resource persons on special projects (the laser beam is one example) and report periodically to their faculty advisers.

Except where independent study activities are concerned, students taking the option attend classes along with their peers who are going for regular grades. Teachers indicate their approval and regard the Pass-Fail program as a successful venture.

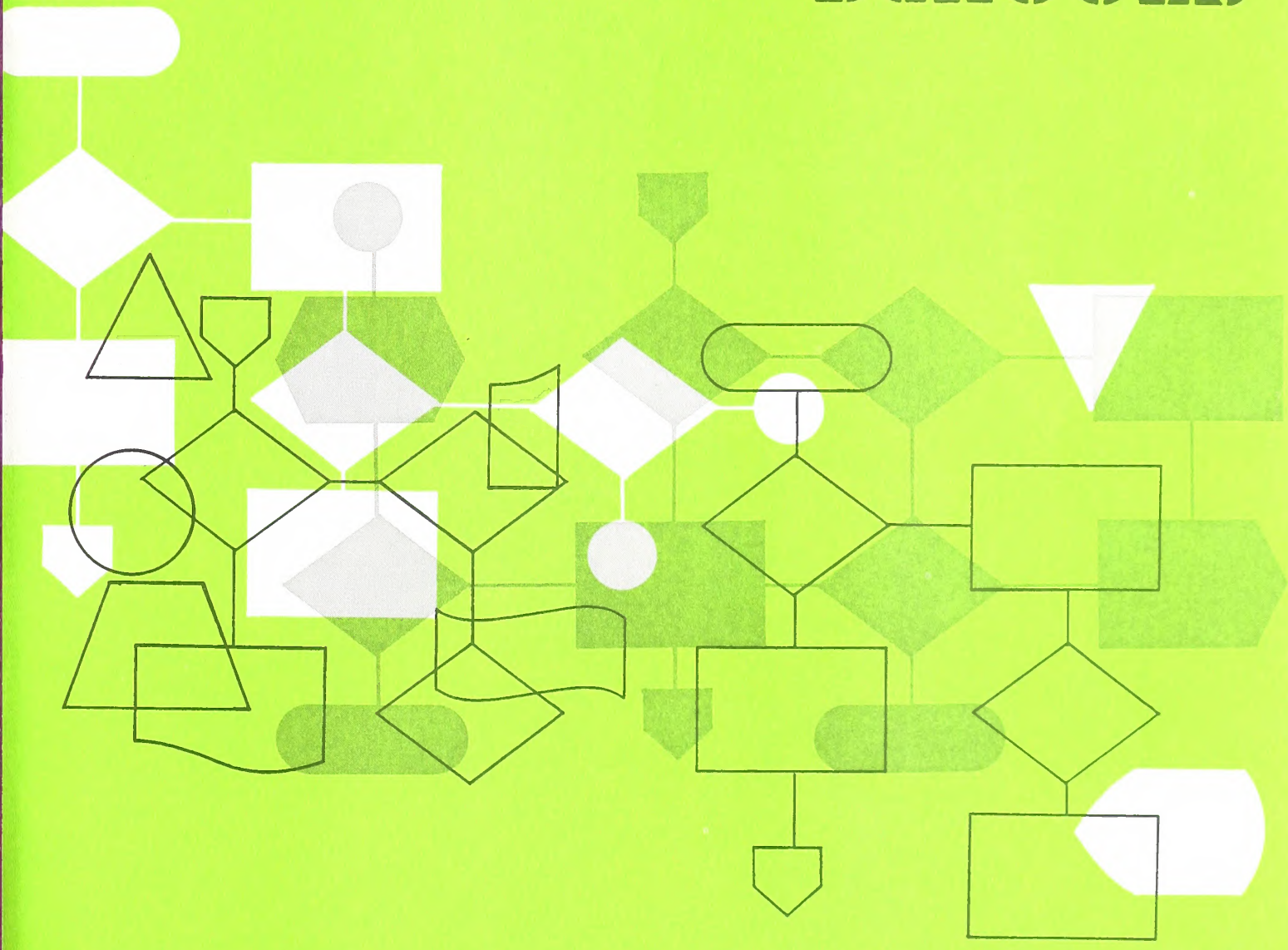
DAVE Winter Conference Planned

Some 600 persons are expected to attend the fifth annual winter conference of NCAE's Department of Audiovisual Education January 28-30 at Wake Forest University in Winston-Salem. "Transitions and Contemporary Media" is the theme of the conference, which will feature Dr. Robert Gerletti, president of the Association for Educational Communications and Technology, and other nationally known speakers. There also will be presentations of specific projects and programs under way in North Carolina.

College and university media personnel, librarians, audiovisual directors, principals, and teachers will be among the participants.

VOLUME 35 / NUMBER 3 / SPRING 1971

NORTH CAROLINA PUBLIC SCHOOLS



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Official publication issued quarterly by the State Department of Public Instruction. Second class postage paid at Raleigh, N. C. 27611. Unless otherwise noted, no permission is required for reprinting, with the exception of articles from other publications reprinted herein. Manuscripts are welcomed. Mailing address: Editor, *North Carolina Public Schools,* Division of Public Information and Publications, Room 362, State Department of Public Instruction, Education Building, Raleigh, N. C. 27602. Telephone: 919-829-4258.

EDPRESS

COVER

Ten North Carolina school systems recently pooled their resources, formed the School Computer Service Corporation, and purchased a computer. Located in Raleigh, the computer is connected by telephone to teletype terminals in local schools and is being used by students as a problem-solving tool in such areas as pollution, population and traffic control. The computer purchasers are Wake, Nash, Durham, Cleveland, and Wayne county school units and Raleigh, Wilson, Rocky Mount, Kings Mountain, and Shelby city units. See "Letter from a Rural School's Computer" on page 14 to find out how Nash County is putting the computer to work with its students.

Photo Credit: All photographs in this issue are by Bruce Clark, State Department of Public Instruction photographer.

NORTH CAROLINA PUBLIC SCHOOLS

THE TEN-MONTH TERM

What it's all about

A. Craig Phillips, State Superintendent of Public Instruction

SAMPLE CALENDAR FOR 1971-72
(10 CALENDAR MONTHS)

The 10-month calendar reflects 12 paid vacation days and 8 paid holidays (exclusive of Saturdays and Sundays) during the period of employment. On all other week days not assigned as vacation or holidays, teachers will be working at school. Students will attend school 1 day for registration and 180 days for instruction.

DATE		EXPLANATION	Paid Vacation	Paid Holidays	Teacher Workdays Without Students
Mon.-Thurs.	Aug. 16-Aug. 26	Teachers work for 9 days before students arrive for registration			9
Fri.	Aug. 27	Registration of students Note: students present, but this day not 1 of 180 instructional days			1
Mon.	Aug. 30	First full day for students			
Mon.	Sept. 6	Holiday (Labor Day)		1	
Mon.	Oct. 11	End of first 6 weeks			
Tues.	Oct. 12	Teachers work 1 day without students			1
——	Sept. or Oct.	Teachers attend professional meetings or work 1 day without students			1
Wed.	Nov. 24	End of second 6 weeks			
Thurs.	Nov. 25	Holiday (Thanksgiving Day)		1	
Fri.	Nov. 26	Holiday (in lieu of Veterans' Day)		1	
Mon.	Nov. 29	Teachers work 1 day without students			1
Mon.-Thurs.	Dec. 20-Dec. 23	Winter vacation days	4		
Fri.	Dec. 24	Holiday (for Sat. Dec. 25)		1	
Mon.	Dec. 27	Holiday		1	
Tues.-Thurs.	Dec. 28-Dec. 30	Winter vacation days	3		
Fri.	Dec. 31	Holiday (for Sat. Jan 1) School resumes Mon. Jan. 3		1	
Mon.	Jan. 24	End of semester			
Tues.-Wed.	Jan. 25-Jan. 26	Teachers work on mid-year planning without students			2
Wed.	Mar. 8	End of fourth 6 weeks			
Thurs.	Mar. 9	Teachers work 1 day without students			1
Thurs.	Mar. 30	Spring vacation day	1		
Fri.	Mar. 31	Holiday (for Sun. Apr. 2)		1	
Mon.-Thurs.	Apr. 3-Apr. 6	Spring vacation days	4		
Fri.	Apr. 28	Teachers work 1 day without students Note: Mon. May 1 is actual end of 6 weeks			1
Mon.	May 1	End of fifth 6 weeks			
Mon.	June 12	End of sixth 6 weeks, last day of school for students			
Tues.-Wed.	June 13-June 14	Teachers work on post-school activities			2
Thurs.	June 15	Holiday (in lieu of Memorial Day)		1	
		TOTALS	12	8	19

What is meant by 10-month employment? How would it work as opposed to the 185-day working period for teachers we have now?

As an example, teachers would go to work on August 15 and work full-time through June 14, or it might be August 16 through June 15, or August 11 through June 10, whatever each local board of education decides. Students would still be in school 180 days, as they are now. There would be 12 days of annual leave (vacation) for teachers and 8 legal holidays (in addition to present personal leave and sick leave provisions, or in accord with action which may be taken by the General Assembly based on recommendations of the Teachers' and State Employees' Benefits Study Commission). For the first time, teachers, like every other State employee, would be earning annual leave at a regular rate for every month of employment.

Now to the heart of the matter. After vacation and legal holidays, **this would leave approximately 20 days for teachers to prepare for and plan for their work with children.** It could be a day after each six weeks when children stay home and teachers can work on records. It's days for professional meetings, days for a principal to work with a full staff or parts of his staff on curriculum development, days for parent conferences, days for planning, and for in-service training.

To put all teachers on a 10-month employment period would cost approximately 61 million dollars. In addition to the salary increase for this extension of term (8.1 percent each year), the State Board of Education has asked the General Assembly to provide a 5 percent and 10 percent salary increase for the next biennium (above the 1970-71 salary schedule). This would make a total of a 13 percent increase the first year and an 18 percent increase in round figures the second year, compared with 1970-71 salary standards. This would provide a beginning salary in 1971-72 of $6,870 per year, or $687 per month. The 1971 General Assembly will decide whether or not 10-month employment will become a reality next year in North Carolina. ■

¿Habla Español?

PEMBROKE CHILDREN DO

Eight-year-olds will whisper in church, but Robeson County congregations now find that they can't understand what the youngsters are whispering about.

Parents, and at least one principal, report that supper-table conversations among their children are sometimes incomprehensible.

One school visitor standing outside an elementary classroom was prompted, by the activity inside, to ask the principal, "What th' devil is going on in there?"

What's even more drastic is that the superintendent recently found his pupil enrollment classifications challenged by a federal official. Superintendent Y. H. Allen had listed no Spanish-speaking Americans in his HEW report, yet the visiting official encountered several in a school cafeteria line.

The "problem," according to these episodes, is that nearly all the pupils at Pembroke Elementary School are becoming bilingual. Third graders are now in the first year of what will be a decade-long sequence of Spanish, the first such program in the State.

Although many helped with the planning, three persons are primarily responsible for starting the 10-year Spanish curriculum. They are Robeson County Superintendent Allen; Mrs. Reba Lowry, chairman of the foreign language department at Pembroke State University; and Virgil Miller, foreign language consultant in the State Department of Public Instruction's Division of Languages.

To get the program going, Pembroke Elementary School employed two full-time teachers of Spanish this year. (In North Carolina, an elementary school with even one full-time foreign language teacher is unheard of, according to Miller.) Jerry Lowry and Sandra Sanderson both teach twelve 20-minute classes a day. Together they reach all third, fourth, fifth, sixth, and seventh graders, as well as the three sections of special education pupils – for a total of some 750 students.

Their teaching at Pembroke Elementary this year came about partly because of something they did last year. Both 1970 graduates of Pembroke State University, Lowry and Miss Sanderson worked in Robeson County Schools during 1969-70 as student teachers. In addition to four other then students at the university, they taught the Pembroke Elementary children Spanish as part of their college independent study project. Principal James C. Dial notes that under that arrangement, most of his 1969-70 students were getting some instruction in Spanish. Moreover, the children (60 percent of whom are regarded as educationally and economically deprived) began to "perk up" to learning as a whole.

Since that temporary Spanish program was working so well, the idea of having all the pupils study Spanish under more certain conditions evolved. The responsible three started planning.

Mrs. Lowry, whose department produces quite a few Spanish teachers, has worked with area schools for years. Referring to the elementary Spanish program now in operation, Superintendent Allen and Miller agree, "She started the whole thing when she sent some of her students here as practice teachers."

Superintendent Allen and his staff immediately saw the opportunity to have an academically unique program

at Pembroke Elementary School. Supporting the concept of Spanish for all pupils, he observed, "The world is shrinking every day. Most Americans will go abroad sometime. In fact, we in Robeson County have a number of foreign visitors each year – education and industry people, for example. The ability to understand foreign people – and especially to speak their language – is a distinct advantage for anybody."

Associate Superintendent Samuel C. Stell adds, "We've looked toward Europe, then to Asia, and now we're going to have to pay more attention to the Southern countries. Recent elections in Chile are indicative of what's going on. Those countries have been falling rapidly." He cited Cuba and Chile as examples.

The school officials, then, were attracted to the possibility of a full Spanish program in the elementary school. They knew they had one great advantage – the university next door where the future teachers were – but they nevertheless had limited resources. As Stell put it, "We had to be really sold."

About that time, SDPI language consultant Miller became a salesman. Fluent in Spanish, and well-traveled, he agreed that our American attitude toward foreigners has too long been, "If they want to communicate with us, let them learn English." Miller says, "The time has come when we must take foreign language out of the classroom, out the front door, and into the community and the world where it can be put to use." It was he who helped the local school staff get the necessary materials and tailor Spanish teaching to the elementary level. He also helped recruit and train native Chileans and Cuban refugees last year to teach in the entire Pembroke system. He was a fast salesman.

Pembroke Elementary was selected for the start of the 10-year program because the concept had already buried its roots there. But why the third grade? Miller, who believes foreign language study can never come too soon, says, "We would like to have started in the first grade, or in kindergarten – *preferably in the cradle* – but the longest series of materials we could find lasted only 10 years. Therefore, since grades 9-12 in Pembroke already had Spanish, the third grade was the lowest level at which we would start a 10-year sequence."

The seventh graders have picked up a similar opportunity this year, with the beginning of a second new Spanish sequence. Using more mature study materials in the same Holt, Rinehart and Winston series, they will have the opportunity to complete a 6-year Spanish program by graduation time.

Spanish culture, indeed, is one of the most important parts of the education all these students receive. Come to the door of any Spanish classroom in Pembroke, and before you cross the threshold, every pupil is on his feet. Spanish-speaking people rise whenever someone enters the room, and this custom has become as automatic with the Pembroke pupils as it is with the natives. One goal of the Spanish curriculum is simply to teach them to appreciate a culture and a people other than their own, to enable them to live as, in Miller's words, *citizens of the world.* With the little eight-year-olds, in particular, appreciation and world citizenship come with noticeable ease.

Although Pembroke State graduates man several of the Spanish teaching positions in the town's schools, some of the teachers are graduates of other programs. Mrs. Ofelia Quintana, at Pembroke Senior High School, for example, escaped from Cuba just last year. Having been a teacher there, she received further training at Appalachian State University at an Education Professions Development Act (EPDA) Institute last spring. Under Miller's instruction, she completed the courses necessary for teaching in North Carolina. Mrs. Quintana's English is not perfect, but her feelings about her new life are quite clear. She volunteers without faltering, "I am very happy here."

There are both teachers and students in Pembroke this year who are participating in the North Carolina-Chile Exchange Program organized by SDPI two years ago. Miss Sanderson, a life-long Pembroke resident, is hostess to a visiting teacher who was her hostess in Chile last year.

As desirable as a 10-year foreign language program in the schools sounds, it presents an interesting challenge for the students' parents. Principal Dial laughingly admits that when his children want to exchange secrets with their classmates by telephone, they simply break into Spanish. Enter: a class for parents. For 1½ to 2 hours each week, Miss Deanna McDonald conducts evening sessions in Spanish especially for parents and others interested in keeping up with Pembroke's children. (The class is part of *her* Pembroke State University independent study project.) Occasionally, the school pupils will entertain (in Spanish) the parent group. Upon seeing one of them, a mother new to the class told Dial, "This is the first program I ever enjoyed, not understanding a word of it!"

Most of Pembroke's residents are Lumbee Indians by lineage. Spanish has long been their preferred foreign language in the schools. Although technically, Spanish becomes an elective at grade 8, students in the lower grades (at Pembroke Elementary) are not required to attend the Spanish classes either. They are choosing to, however, and it is hoped that the other elementary schools can soon have a foreign language program.

Dial points out that when the elementary Spanish idea began to take hold, some were skeptical. They suggested that remedial reading might better serve the needs of the children. According to Pembroke Elementary educators, however, the Spanish program has helped students in their other subjects. They have not only adapted readily to foreign language study, but have also discovered new interest in their reading and (English) language arts lessons. "Their enthusiasm has resulted in a more satisfying self-image," Dial says, "and they like school better."

The new program, according to Allen, Miller, and Mrs. Lowry, is an outstanding example of three-way cooperation among educational parties – the local school system, the nearby university, and the State education agency. Working together, they developed (1) a unique offering for the school's clients, (2) a teaching laboratory, complete with children, for the university, and (3) an exemplary "first" curriculum that will enable the State Department of Public Instruction to assist other schools interested in starting a similar program.

Citizens of the world? Pembroke's school children are at least moving closer to favorable communication with the Spanish-speaking world. On the playground, over the telephone, across the dinner table, and in school corridors, they're already putting to use what they've learned in the classroom. In fact, the superintendent's next report to the government (if it is to be correct) may well *have* to include a figure in the column labeled *Spanish-speaking Americans.* (JLN) ■

FACE-LIFTING THE BIG ROOM PERMITS

TEAM TEACHING

Flexibility is a plus in team teaching, allowing one teacher to work with a small group of children while the others work with larger groups.

Team Haywood, Team Hoffler, Team Houston, and Team Williams team teach in the "big room" at W. H. Fuller Elementary School in Raleigh. They don't even remember each other's real first names, and many of their holiday greeting cards from the children come addressed to Team So and So.

That "big room" is a former auditorium that was converted a year and a half ago into an 88' x 40' team teaching center for the nine-year-old school's fourth graders. Renovation was accomplished with available funds and without the financial advantage of federal aid, since Fuller School isn't economically eligible for such assistance.

Big room education resulted from overcrowding and a simultaneous desire to institute the team teaching concept. It was not, however, a matter of simply dumping 90 children into the auditorium, Principal Alfred Perry explains. "Many new schools are being designed," he said, "to accommodate team programs – the appropriate furniture, equipment, and teaching materials that go with teaming as well as the building layout.

"But we had an older plant with self-contained classrooms. Adding four or five mobile units could have relieved the crowding problem, but it wouldn't have given us the team teaching we wanted. We finally proposed renovation of the auditorium into a large multipurpose room with removable partitions. We got the room and the necessary furniture for it, but money for the partitions was not approved. Now we're glad it wasn't."

Actually, there is one leftover partition that can be swung into place in seconds when it is needed. It's the stage curtain that can separate the 24' by 40' stage area from the rest of the big room. It is used when a particular group project (a reading lesson, for example) requires a certain degree of isolation from the other big room activities. The stage, like the floor area, is carpeted and furnished with desks and chairs that can be moved aside during "big room presentations," which are popular for social studies projects.

The fourth grade was selected for big room learning for several reasons. One of them was that a fourth grade teacher expressed particular interest in starting a team program at Fuller.

It took a year for big room learning to come to reality. Teachers and other members of the staff read up on team teaching, nongraded schools, and similar educational concepts for their own preparation. Some visited schools already using the team approach, and others attended special seminars. Parents of the rising fourth graders, too, had a year's worth of orientation through PTA and other group programs that explained what the school was preparing to do.

Nevertheless, it remained a trial and error adventure for a while, according to Perry. "At first, I went in ahead and really separated them within the big room. I stationed the teachers' desks in different areas of the big room and grouped some 30 student seats around each one. All I had was four self-contained classrooms in one large area. In very short order, though, there were student desks and chairs all over the place, and the teachers had moved their desks together to make their team planning easier. They corrected my error."

What did the team members think of the new arrangement? Only a month after big room education got started, one of them, a veteran educator of 35 years, told Perry, "It just won't work. You're crazy to continue to try." The next month she admitted she wouldn't have it any other way, and her colleagues concurred.

Asked what personal problems, if any, they encountered, one teamer recalled, "I really had to lower the boom of my voice. You would have thought I was trying to talk to all 90 children." Another had to turn up her vocal volume. A third confessed, "I learned that I couldn't be selfish and that taking criticism personally is taboo." Finally, the remaining member of the big room foursome said, "There were things about student teaching in a self-contained situation that disturbed me. If for some reason I should have to move, I believe I have the ability now to help set up a team situation in another school." All say they would not care to go back into individual classrooms.

With Fuller's team teaching arranged by grade level, rather than by academic departments, all 4 teachers work with all the fourth grade stu-

(Continued from page 7)

TEAM TEACHING

dents, who now number 115. "We got rid of the *I* and substituted *we,*" commented one teacher. "We even started calling each other *Team* instead of *Miss* and *Mrs.* The children know that they can come to all of us for help because we're a team."

Team teaching at Fuller has permitted more individualized instruction, too. There are fourth graders working on reading assignments that range from second to seventh grade difficulty. At any given time, there might be only one student in the whole big room taking a spelling test, but he can administer it himself by simply turning on a tape recorder and listening to the recorded teacher's voice call out the words.

Youngsters in the big room find some big pluses in team teaching. Group arrangements are flexible so that they can appreciate working in small, as well as large, clusters. They can share their ideas more easily because they move around more than in a regular room, and there is a wider audience to share ideas with. The children acquire some self-reliance, but they also learn to seek help from other students and from their teachers. Even a casual observer notices a certain extra degree of enthusiasm in the big room learners.

With all the moving about, tape listening, and stand-up teaching going on at the same time, the question of noise might arise. But Fuller's teachers call the sound of big room activities a healthy hum. Carpeting keeps down the shuffle of feet and helps absorb other noises, but the teachers agree, "When we hear that little hum, we're perfectly satisfied because it's the sound of learning." One of the important things students and teachers realized early was that team instruction is first a matter of sharing and courtesy.

Evaluation of the team effort is a continuing process, according to Perry. One means was a survey of what parents thought after that first year. There were a few negative remarks and a few helpful recommendations, but the great majority consistently ranked big room learning as an improvement. So that parents might freely express their opinions, signatures were not sought on the questionnaire. Many, however, signed anyway and referred to their children by name in their remarks.

One entry on the form, soliciting a subjective parental evaluation, was "Please make a comment concerning team teaching in the big room." "She seems to have enjoyed school so much more than ever before" was one response. Another parent wrote, "Our son had a team teaching situation in his third year in another town but he was already far behind by then. I believe if he had started school with it, he probably would be up to his potential in school work." And there were several advocates who added, "If there is any way we can help, we will be glad to."

Noted one teacher, "As some of the comments indicate, the parents' feelings generally come from the children. If the child is happy and seems to be liking school and learning a lot, the parents favor team teaching."

Some of the parents, however, have come to see for themselves just how the big room works. "We have an open visit policy during the school day at Fuller," Perry said. "Conferences with teachers are scheduled for after class hours, but we've been fortunate in having a number of in-class visitors."

This year Fuller has a fifth grade team teaching center, too. A conversion of three traditional classrooms, it came about partly because so many fourth graders and their parents wanted to see team teaching continued. Perry said, "We went back to the superintendent and asked that the walls separating our fifth grade classes be knocked down so that we could fix up another big room. Now we're trying to see whether we can arrange for a sixth grade big room by next year."

Is it worth the effort? That, of course, means are the children really learning more? "Last year's pre- and post-achievement tests revealed tremendous progress," Perry observed. "We can't be sure that this was due to the big room, of course, but we are going to do the same thing this year with the fifth graders, who are not usually tested for achievement level. All indications are that big room team teaching has resulted in improved learning for our students."

Some educational authorities say that administrators should know prospective team teachers quite well before putting them into a team program. But that would almost eliminate team teaching in certain kinds of schools – those in federally impacted areas that have large annual faculty turnovers, for example, and other schools which anticipate at least one new teacher per year in each grade. "We might have been risking staff problems according to some authorities," Perry commented, "but our teacher combinations have worked very well. I suppose the school system's personnel office should be credited with sending us a first-year teacher who could work alongside a 35-year veteran who didn't want to be on the team in the first place. The novice could lean on her experienced colleagues, while the latter capitalized on her new ideas. And somehow it worked."

Other traditionally built schools interested in remodeling for a team teaching program might also get by with chance-taking in the area of personnel. But not financing. Money for the structural face-lifting must be found before that remodeling can take place. At Fuller, the fourth grade project cost approximately $13,000, which included all the work and furnishings except student desks – carpet, new light fixtures, mobile closets, bulletin and chalk boards, teachers' desks, all of which are on casters for easy moving. Cost of converting the three fifth grade classrooms into a 26' by 91' big room totaled $10,000 – half of that sum to convert the area, the other half to equip it.

Eligible schools could get help from federal assistance programs, Perry noted. "We didn't qualify, but many schools would. We still don't have all the equipment that a new school built around this concept would have, but we managed to budget the work out of available capital outlay funds.

"We are without an auditorium now, but our big rooms can be used for large group assemblies easily enough. We just shift class locations when necessary."

Nearly everyone affiliated with W. H. Fuller Elementary School favors the team teaching approach. It was late-arriving, but so far it has been successful. And that, say the believers, is what really counts. (JLN) ■

LUNCH IS FOR LEARNING

"This is your nutrition education class, and it's really no different from your other classes. You've had history this morning, and you probably didn't enjoy everything you studied there. You might not learn everything the teacher tried to explain in math, either." Mrs. Fran Parker, School Food Service Director in Kinston, was chatting with students at Teachers Memorial Elementary School.

Kinston public school pupils had a new course added to the curriculum several years ago, with Mrs. Parker regarding herself and her staff as the teachers. "They have classes before and after lunch, but we've added a new one that comes in between: their nutrition education class. We want them to learn useful information here just as they do in their other subjects," she said.

In one school two cafeteria employees recently completed a nutrition study with fourth and fifth grade students that explained why certain foods are healthful. Then the students were shown the equipment in the school kitchen: huge pots and pans, large ovens, and a 30-quart electric mixer. Following the tour, the children planned menus for two lunches that were actually used.

The recipe for one of the desserts they specified, called "Taffy Twosome," was taken from a student health book. "We fixed it – milk, molasses, and all," said Mrs. Parker, "but wouldn't you know, they couldn't *stand* the concoction."

One aspect of the nutrition education program reflects the barrage of complaints that constantly come the way of many school food service personnel. Some of the older students who don't eat all of their lunches, says Mrs. Parker, simply aren't hungry no matter what is served. That brings on queries from parents who ask what's wrong when their children don't eat lunch at school. Kinston dietitians note that students in the less affluent school populations have few complaints and usually clean their plates. But another type of student knows that his mom will take him and the gang to the nearest quick-service restaurant right after school for hamburgers and french fries.

Smaller children are generally reluctant to try foods they're not familiar with at home, the dietary staff has decided. Broccoli is something many of them don't know about, so on taste panel day (when students are especially encouraged to try new foods), the schools might put broccoli on the serving line, along with another green vegetable choice. If liver is on the menu, hamburger also is available.

"They don't like mixed foods – you know, casserole-type dishes," Mrs. Parker continued. "But we thought the students at one particular school might go for chow mein, so we tried that. As a whole, it was a fiasco." Following that experience, the food service staff could only conclude that if the little eaters knew what was in a certain conglomeration – and knew there was nothing to fear from it – they might just learn to like it. So they went to two or three sixth grades and served a Chinese dinner complete with chopsticks, fortune cookies, soy sauce, and hot mustard (with warnings about overindulgence in the latter). "We went around and said, 'Now these funny little things are bean sprouts and these are mushrooms. Now, how about a taste test.' Well, they simply adored it, and I think we now have a few Chinese gourmets on our hands," she said.

Nevertheless, the complaints still come and probably always will bombard school food service personnel. With the youngsters at school, Mrs. Parker, who frequently sits down and jokes with the diners, has one ready

defense: "Now listen. This morning at breakfast, I had four kids and a husband to feed, and no two wanted the same thing. So how do you expect me to please 6,000 of you at one meal? If I get 50/50 satisfaction, I feel like I've done a good job for the day."

School food service operations have assumed added responsibilities in the last few years, with the addition of breakfast programs sponsored by the U. S. Department of Agriculture. Four of Kinston's ten schools are participating in the free breakfast program funded by USDA. Breakfast is for all who show up, and the number grows daily. Regulations require that each child be given a serving of bread or cereal (bread school-baked in Kinston, and sometimes there are doughnuts), a half pint of milk, and a fruit or fruit juice. This doesn't provide the protein that earlier breakfast programs were required to include, but there isn't enough money to offer bacon and eggs. Time is another important factor. These breakfasts take only a little time to prepare. The free breakfast participants also get free or reduced lunches, and can pick up needed protein at that meal.

(According to Ralph Eaton, director of Food Services for the Department of Public Instruction, a full 15 cents is available for the breakfast program sponsored by the U. S. Department of Agriculture. Last year, the cost of the food, up to 15 cents, was available, but now the full 15 cents can be claimed even if schools are using some surplus commodities for the breakfast program. This frees some funds to be used in the lunch programs, according to Eaton.)

There are headaches connected with the free breakfast part of the nutrition education program, according to Mrs. Parker. Also, discipline can be a problem. "Our ladies cannot be responsible for cooking, serving, and keeping order, too. We're hoping that through the New Careers arrangement (a cooperative venture with Lenoir Community College), we will get some additional help."

During National School Lunch Week recently, an attempt was made to show off the nutrition-oriented wares of Kinston's schools and to make interested Kinstonians more aware of what the public schools' food service personnel must do every day in order to hold nutrition education class. Invitations were sent home to every parent; lunchroom managers and assistant managers, as well as principals, were stationed at tables to represent their respective schools. Every piece of kitchen equipment in the new facility that housed the Food Fair was labeled with a price tag to show exactly what public funds had bought for use by the schools. Staffers showed those present what a $2,000 oven, for example, accomplishes every day.

There were samples of typical lunches, displays of meats and vegetables, and a whole table reserved for school-baked goods, most of which were products of government-supplied commodities. Some recipients of government foods gripe about those handouts, Mrs. Parker notes, but not the Kinston staff. "We simply could not exist without them. We'll take anything they send us and be tickled to death to have it. What would we have done without all the flour we got last year? Our Food Fair table illustrated the fact that we used 47,000 pounds of flour and corn last year, and that's a lot of baking. In fact, we have some very good bakers in every school, and we rarely buy baked goods," she said.

The main objective of the Food Fair, however, was to have every parent attend so that their questions about the school food service program could be readily answered. But, as sometimes happens with PTA attendance, the audience most wanted by the school personnel was sparsely represented. "Those with the most complaints were the ones who didn't take advantage of the opportunity to see nutrition education in action," Mrs. Parker recalls. "The next morning after the Food Fair, the same regulars were calling in. So I asked, 'Where were you last night? Why didn't you come?'

"Looking for acceptability of cafeteria performance is part of my job," Mrs. Parker stresses to all parents. "I try to be in a different school every day, especially at serving time." When she visits, she looks for acceptable and

unacceptable practices: whether the hot dish is really hot and the cold dish really cold, and if not, why not; whether the servers remember that the students are dining room patrons; whether the equipment is working properly; general cleanliness.

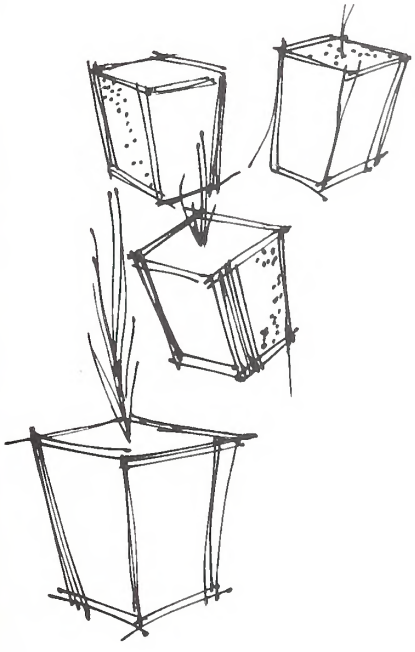
Few students have food allergies, but those that do are accommodated with little difficulty. One tenth-grader, according to a physician's note, is allergic to milk, so he is served tea. Allergies to spices, tomatoes, and onions are easy to work around. The doctor's verdict is required, though. "I get real tickled at the kids who say, 'I'm allergic to milk' because if you're allergic to milk in one form, you're allergic to milk in any form. But they'll eat all the ice cream they have money to buy. 'I'm allergic to eggs,' they'll tell you, but they *can* and *will* eat all the cookies you put before them. That's not allergy. That is pure personal preference," Mrs. Parker said.

According to appearance, Kinston's food service director would be a likely candidate for Mrs. American Good Health. One of eight registered hospital dietitians in the State's schools, she notes that the nutrition-centered lunch program in Kinston has resulted in increased weight and height levels and better performance in school for some pupils who were once potential malnutrition cases. The nearby gas stations and hot dog stands still hinder the program somewhat, though. What students eat, and to a certain extent where they buy it, is determined not by the nutrition specialists exclusively, but by parents and other influential figures.

Outside the back door of one cafeteria, two teenagers gulped on soft drinks. As we drove on down the street, Mrs. Parker spotted a man and two students headed for the gas station ahead. "Bully for you, Mr. Teacher," was her reprimand, through the closed car window. "You don't help nutrition education much," she laughed.

Meanwhile, back at the school, class continued as usual for several hundred other regular attendees as they did a nutritional disappearing act with the dishes of the day.(JLN) ■

5th GRADERS WILL PLANT TREES ON ARBOR DAY



Fifth graders in all North Carolina schools will have a chance to witness the birth of a tree this month because of special State-wide Arbor Day plans.

A joint effort of the N. C. Forest Service and the State Department of Public Instruction has placed some 5,000 tree planting kits in the hands of every fifth grade teacher in the State's public, private, and parochial schools. Each "Birth of a Tree Kit" contains a packet of 12 loblolly pine seeds, several 1¼-inch squares of composition material in which to plant the seeds, an instruction booklet, and letters from Governor Scott and State Forester Ralph C. Winkworth.

After examining the seeds (the pine is the official State tree), the children will place them in the fiber squares, moisten the growth medium, and allow the seeds to germinate. Several weeks later, they will transplant the seedlings. The trees will mature either on school grounds or in other settings, according to local decisions.

Senior Staff Forester Leonard A. Kilian, Jr., of the N. C. Forest Service, says, "Our idea is to give every student an opportunity to see how a tree grows from seed and to learn how to care for trees – one of our most valuable resources. We hope that through this experience, they will recognize and have a better appreciation for the necessity of planting and nurturing trees." In addition to carrying out fire prevention programs familiar to most citizens, the Forest Service is responsible for informing and educating the public about reforestation and other conservation needs.

County Forest Rangers recently presented schools with the kits, which were prepared by the State Forest Nursery near Clayton.

Traditionally celebrated in North Carolina on the first Friday after the fifteenth of March, Arbor Day has been proclaimed by Governor Scott for observance on March 19. Arbor Day is named for the Latin word *arbor,* meaning tree, and is celebrated by all 50 states, as well as other sections of the world.

It was almost 100 years ago, April 22, 1872 to be exact, that Arbor Day was founded by J. Sterling Morton, a member of the Nebraska State Board of Agriculture. His suggestion then was that a special day be set aside for planting trees in parks and other public places. A statue of Morton, who also served under President Grover Cleveland as Secretary of Agriculture, stands in the Hall of Fame in Washington. School children from around the world contributed their pocket money for another statue of the Nebraska Tree Planter, which is located in Nebraska City.

State School Superintendent A. Craig Phillips has pointed out that Arbor Day is a time for emphasizing the importance of forestry, of reforestation, of the "Keep America Green" movement, and of fire prevention to preserve our young and older trees, as well as for the planting of trees.

This year's fifth graders will be close to 50 years old before the trees they plant will be fully mature. But watching them grow is the general idea of the project. ■

TEACHER OF

"... thousands of teachers in this State have given as much love and devotion as I have ..."

Mrs. Genella Barton Allison of Hickory, a teacher for 34 years, has been named North Carolina's 1971 Teacher of the Year. Mrs. Allison teaches journalism and eleventh grade English at Claremont Central High School (formerly Hickory High School). She is also one of five finalists in the National Teacher of the Year award program sponsored by the Council of Chief State School Officers and *Look* magazine. The national winner will be announced in the spring and honored at White House ceremonies and in a *Look* article.

According to Hickory School Superintendent Joseph Wishon, her activities have ranged from working with individual students to participation in curriculum development on a national level.

She was born in Puryear, Tenn., a village of 500 persons. An only child, Genella soon developed a love for written words. Although a talented student, she had little hope for a college education. Her family was poor and she graduated from high school during the Depression years.

When the Barton family moved to Andrews, N. C., Genella went back to high school simply because she liked it. The teachers were impressed – they asked her to teach music. Through other contacts, she was soon enrolled in Western Carolina Teachers College. Her education, however, was won through as much physical as mental toil. Borrowing only $90, she worked for the rest by washing walls and dishes, waiting on tables, playing the piano for dancing classes, and finally working her way up to a library job. She finished in three years.

THE YEAR

Genella Barton Allison

Mrs. Allison's teaching career began in 1937 in Webster, N. C. Later she moved to Claremont and then Startown, and she has continued to teach for 34 years without interruption. During the school months she has taught thousands of high school students, and during the summers she has taught all ages, from adults in Wall Street Journalism Workshops to kindergarten children.

In 1952 Mrs. Allison received the M. A. degree from George Peabody College. She has also studied at Lenoir Rhyne College, Appalachian State University, and the University of Tennessee. She came to Hickory in 1948.

Her influences have been numerous. She helped initiate a local chapter of the International Quill and Scroll, which, out of 7,000 chapters in the nation, has won top awards each year of its existence. "Hickory *Daily Record* Day," an annual occasion for journalism students to help produce the local daily newspaper, has been promoted by Mrs. Allison. The Hickory High School radio program is another effort she's involved in, giving journalism students the opportunity to write and produce a weekly half-hour program. She helped establish the Catawba County Scholastic Press Association and has stimulated local interest to fund three journalism scholarships.

The high school newspaper, *The Twig,* has rated consistently as one of the best in the nation by Columbia University Scholastic Press Association, the National Scholastic Press Association, and the Southern International Scholastic Press Association. Her students have been consistent winners also, with honors in the N. C. English Teachers Good Writing Contest, Quill and Scroll Writing Contest, and the National Council of Teachers of English Achievement Awards.

Mrs. Allison has developed the writing ability of thousands of students. Some 25 have entered professional journalism, among them three editors, one national columnist, and several section editors. Two of her students are now journalism teachers themselves.

Of her career she says, "I still feel the same challenge in September that I felt in the early years. I still find in myself the same excitement in trying a new method, reading a new book, seeing a group of new faces. I am still challenged to bring a gleam in an eye, to inspire a felicitous phrase on a page. There are only 10 more years, at the most, left to me to teach. I pray that I keep that same sense of newness to the end." (NJ) ■

HELLO
ON AT 12:21 TUE. 2-26-71

USER NUMBER X9942JLN
SYSTEM–NEW

LETTER TO FRIENDS OF NORTH CAROLINA'S PUBLIC SCHOOLS

READY.

RUN

LETTER FROM

Dear Friends:

Well, here I am again trying to digest my lunch. You know what some kid just fed me? A "find-the-day-of-the-week-for-all-dates-in-the-nineteenth-century" sandwich.

These high school students really take advantage of me, you know? Just put a teenager and me together, and you've got problems. Health problems. Social problems. Even party puzzle problems. Somewhere there's a solution to all of them. And sometimes I think the students I work with expect *me* to have all the answers.

My private office is located in the math department of Southern Nash High School, Route 1, Bailey. Now Southern Nash is a nice place, I'll grant you. But as far as I know, it holds no special superlatives. Certainly it's not the *first* North Carolina school to offer a course in computer mathematics.

What *is* noteworthy, though, is that the Nash County school system is supported mainly by a farm economy. It's not the kind of place where you'd expect to find me. Nash citizens aren't surrounded by computer-aided businesses and industries, as might be the case with metropolitan school units. In fact, one of the teachers here recently described this area as "the sleepy North Carolina of two-street communities like Coopers and Stanhope."

They wanted me, though. Nash County is one of 10 school units that recently formed the School Computer Service Corporation. Together they are purchasing a General Electric 265 computer system, primarily for the students to use for math assignments. Students at the member schools have unlimited access to the GE set, which is based in Raleigh. Other school units are able to use the system on a time-sharing basis.

I like my job. My professional fee is nothing to sneeze at, believe me, but they found a way to pay it. Actually the Nash County, Wilson City, and Rocky Mount City school systems paid the initial $14,000 computer bill together. Since Nash put in half of that amount, it gets to be one of 10 "corporate members."

I'm kind of fussy about my work, so I set up some ground rules right from the start. Since I'm a foreigner of sorts, I insist that the students use *my* language, which is called Logic. They started out learning the simplest dialect – Basic – and progressed to the harder ones like Extended Basic.

Now mastering a foreign tongue isn't really so bad, and the kids at Southern Nash seemed to have a ball learning mine. I'm not a toy, so they had to practice first on the circuit boards and then on my *off*-line colleague. Finally, they earned the right to work hand on keyboard with me personally.

I'm quite proud of my circuit boards. They do a good job of making Logic a sort of educational game for these teenaged operators. Have you heard the one about the man who had to carry, one at a time, a goat, a wolf, and a cabbage across the river in a two-occupant boat, without leaving any predator alone with his prey? Well these high school students have. The party puzzle is one of the lessons in Basic Logic they must reason out on the circuit boards (my junior, or miniature, computers) before they get to peck away on my teletype-writer. Once those kids realized that they couldn't leave the goat alone with the cabbage, or the wolf alone with the goat, they got along fine, and no longer had to be constantly corrected by those reactionary circuit lights.

Miss Edith Farmer, chairman of the school's math department, teaches the computer math course. She has been described by every educator's favorite word – dedicated. She and some other computer math teachers even went back to school themselves – at night, on Saturdays, and during the summer – to learn all about me so that they could then teach the students.

She asked a favor of me the other day. She had been assigned the job of figuring the class rank of all the juniors and seniors. It would have taken her hours, and she just didn't have the time. So in six minutes, I solved her problem.

Miss Farmer's still taking computer courses even though she doesn't have to. If there's ever time in her busy schedule, she'd like to get in on some of the computerized medical research that's becoming so popular. She believes there's bound to be a faster way to diagnose disease, and with good reason. She once developed a spinal condition that was paralyzing her and causing fever and pain. They took out her tonsils and appendix, and even treated her stomach. She made dozens of visits to different hospitals, even

A RURAL SCHOOL'S COMPUTER

some outside North Carolina. By the time the doctors were able to determine the trouble, she was facing a five-year term in a plaster cast. Someday, she believes, computers will help man find such answers instantly.

I doubt that we'll get to that problem in class, but we find simpler ones rather interesting. After all, the students have had less than a school year's instruction, and they still make mistakes sometimes on ground-level assignments. When that happens, I come back with something like "ERROR IN EXECUTION: CHECK PROGRAM AND RE-TRY." They always have a chance to make corrections, though, and the way I fix things, their errors aren't visible. (I never did like all those bloody red pencil marks!)

My buddies who work with little kids in elementary schools correct their users differently. When a little kid makes a mistake, they'll say to him. "AW, YOU'RE PUTTING ME ON, YOU LITTLE EIGHT-YEAR-OLD DING-A-LING. TRY AGAIN." But teenagers are too sophisticated for that. So sometimes, when *I'm* feeling especially sophisticated, I react with "ILLEGAL CONSTANT: REPEAT, REPEAT." Just today, one of my users had been confronted by ILLEGAL CONSTANT three times. He finally scratched his head and sighed, "Man, this one's got to be impossible for me to do!"

The students always greet me with a big HELLO. That's part of our courtesy code. They must identify themselves by their user numbers, or I don't cooperate at all. Good manners are so important that we insist on practicing them. The students know, for example, to say BYE before they go off-line. (I never did like for someone to hang up in my face.)

Only 10 of the 1,300 students here at Southern Nash signed up for my course this year. At first they were thought of as the computer's guinea pigs, but now they're the envy of their peers. They have special hall passes, signed in advance, that allow them to come see me any time day or night, as long as there's a school staffer around. After school, some of them do physics homework on me. Some just play with exercises they found in a book called *Fun with Mathematics.* Mrs. Catherine Gupton, the geometry and general math teacher, uses me, too, and helps the students.

Miss Farmer has found that the teenagers are disbelievers. Invariably, she says, they will deny the death prediction statistics that my computer buddies in the insurance companies have produced. To seek proof for their side, they read all the death articles in the newspapers and post them on the bulletin board according to several age groups: under 6, 6-12, 12-20, 20-30, 30-50, 50-70, 70-80, and above 80. It's a grim experiment, but the Mortality Table soon convinces them that computers are smarter than they thought.

These students will be out of school before we know it. When they go to work, they will find that thousands of time-consuming jobs can be done fast and easily with the help of computer systems. I believe that the problem-solving they've learned to use me for will benefit them many times over in the next several decades because computers can free them for more creative activities.

The new classroom triad – students, teachers, and computers – has won the support of Nash County's forward-looking board of education. After all, if interested students and we computer creatures can become acquainted today at school, we'll be one step ahead in the computer age of tomorrow's world, when we will be problem – solving partners for sure.

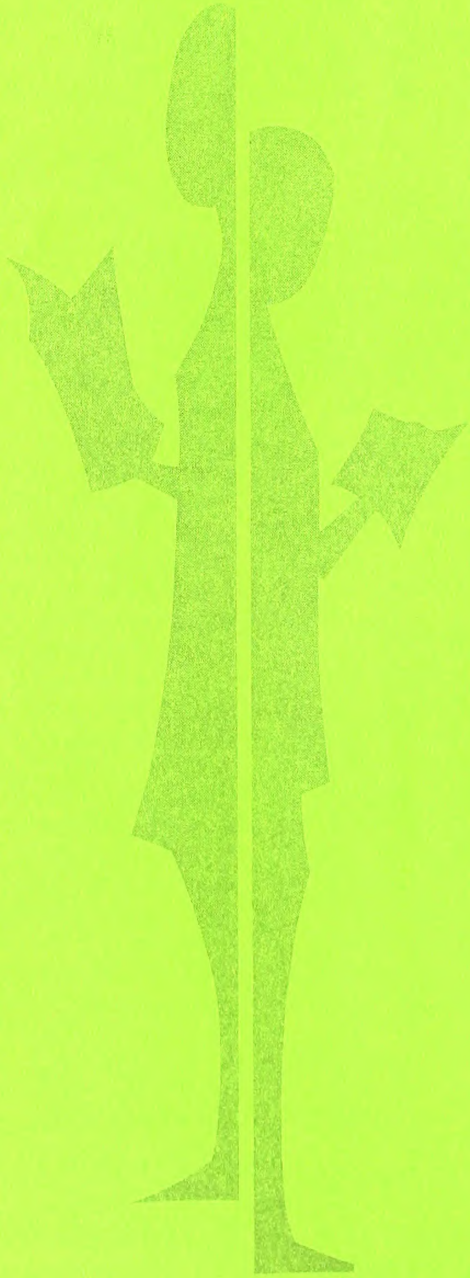
Maybe your school would like to see how our computer math class goes. If so, come see us.

BYE

ON-LINE COMPUTER TELETYPE TERMINAL: SOUTHERN NASH HIGH SCHOOL, ROUTE 1, BAILEY

(JLN)

HALF-DAY TEACHER



BEST OF TWO WORLDS

At least one school avoided losing two of its best teachers last spring. They were unhappy with the design and weight of schedules that probably would have been assigned to them again this year. They were willing, as well as financially able, to accept lower-paying, non-teaching jobs. But both are teaching this year.

What turned their resignation tide? Half-day teaching – an idea the teachers themselves came up with and proposed to the administration. The principal wanted both of them back. And after the necessary details were worked out in the central office, the teachers were jubilant about their teaching plans for this year. In September, they returned (one in the morning, the other in the afternoon) to Charles E. Carroll Junior High School in Raleigh.

At first sight, half-day teaching might appear to be a matter of simply splitting one full-time teacher's schedule and pay check in half. But what if their years of experience vary? And they hold different-level certificates? What about faculty meeting attendance? Conferences with parents? And all those little things, like, can both agree to the same student desk arrangement in the one classroom they must share?

In the Carroll example, one teacher held a graduate degree, but the other didn't. So each gets half her "certificate pay," with appropriate credit for past teaching experience. This year, each will be given credit for a half year of experience. Both are English teachers, but one has three English classes and a homeroom; the other teaches two sections of Latin, one of English, and a three-day-a-week interest course in creative writing or dramatics, depending on the semester. The a.m. teacher finds many parents prefer to visit her during their lunch hour, but she returns in the afternoon for some conferences. The p.m. instructor also can be available both times. Carroll faculty meetings always come in twos: those teachers who can't go in the afternoon show up for a make-up session the next morning. In-room

decisions concerning fair shares of teacher desk drawers, filing cabinets, etc. have fallen into place with no problems.

Dr. E. W. Martin, Carroll's principal, points out that "the result of this experience is that I'd be willing to do it with others. All reports on the new arrangement have been favorable. In fact, the school and the taxpayers have one big advantage. The normal teaching load is 25 class periods a week, plus homeroom responsibilities. But together, the half-day teachers have 33 classes, as well as a homeroom."

Martin describes Mrs. Mary Webster as an especially strong English teacher, very well respected by the other faculty members. "I had taught in a language arts/social studies block situation for three years," she recalls, "and did not want to return to it. That was not the best way for me to use my training and talent. I wanted English courses only. Otherwise I would have quit and sought some other job. Now my general outlook is great. I'm much happier and definitely more favorable toward my classes. It seems that I spend as much time as before in preparation, but finally there's time at school to do such things as previewing films. Before, there just wasn't."

Martin also highly praises the other half-day teacher, the one who originated the plan. With a grin, he remarks, "I know Mrs. Russ would not object to being regarded as 'somewhat unorthodox.' Yet she somehow reaches a lot of students that other teachers can't quite get through to."

"I didn't want to teach regular English anymore," Mrs. Peyton Russ remembers. "I wanted electives – courses my students would TAKE BY CHOICE and courses they could DROP BY CHOICE. Furthermore, I'm just not awake at 8:30 in the morning, and I learned during student teaching that blue sheets and I would always be enemies."

Emphatically, she strikes at the heart of the issue – time – on behalf of her colleague and herself. "People expect you to be a really great teacher without having time to think about what you're doing. To keep from becoming outdated, I really think I ought to have a chance to keep up with the *New York Times* and read some non-education stuff, too. Last year I didn't. Now I can even watch *Sesame Street* every morning, and I'm actually teaching a group of kids how to read!

"If you can impress your students with some knowledge of golf, snakes, or whatever, you win their confidence," Mrs. Russ continues. "In English, if you're going to prove you're not a total dodo, you really need to know *something* about the Super Bowl. Last year I didn't. Now I have time to spend with every single creative writing paper."

Both teachers concur, further, that sometimes day-long contact with junior high adolescents is too much for anyone over 20. When teachers tire or tense up, students sense the changing mood instantly, and that can cause problems. As both announce, "Just keeping up with them is a real miracle." A loud "A-MEN" comes from a nearby 17-year veteran teacher.

So, last year at contract time, Mrs. Russ called the Raleigh school administrative office with a phone full of reasons to support her case. But she learned that funding isn't available for only "half a head." Would a "whole head comprised of two separate halves" be acceptable? The answer was yes, and Mrs. Russ began to listen out for another interested teacher. She found one in Mrs. Webster, and before long, the final arrangements were worked out.

One unanticipated advantage that soon showed up in the plan wins praise from both teachers. They observe each other in action almost daily, during midday classes. "One of the big no-no's of schools," they tell, "has been that one subject teacher never goes into another's class. But we get a lot of teaching ideas from each other. And as far as the students are concerned, they think we just belong there."

It's the students they teach, the teachers add, who probably benefit most from the half-daying. "I've certainly been able to relax more in the classroom. I'm much more favorable to my classes, and they can sense attitudes," says one. And the other, "Both of us are nicer than we've ever been. Now I have definite patience, even with slow pupils. In fact, this is the first year I've felt any success with them."

Even the ladies' husbands have praised the move. Mrs. Russ recalls, "For three years, we avoided going places on weekends because I had a thousand things to do for school. Now we have that kind of freedom. Believe me, it's really hard for Husband to feel allegiance to Wife's School."

According to both principal and teachers (students are hardly aware of the schedule setup), the half-day arrangement has been problemless, except for an error in the September paychecks. "These two are happy," Dr. Martin notes. "That's the key thing, and financially, they're able to afford it. Part of the agreement was that they would share desk and file space. They also agreed that, in case one had to be out, the other would cover her classes for up to two weeks."

Half-day teaching could conceivably solve some out-of-field teaching problems, one State-level administrator points out. The teachers add that mothers would be likely candidates, as would first-year teachers, who could learn much from observing each other.

If such an arrangement were to become widespread, however, one issue would have to be given further consideration, says Mrs. Webster. If the teaching loads were too unequal, (such as one teacher with four classes, one with only two), credit for experience might have to be determined according to *hours* taught. *Half-year,* that is, might not be either accurate or fair.

The Carroll half-day teachers have decided that their situation is ideal – almost. The other changes they would like to see are not likely to occur soon. Mrs. Webster, like many of her colleagues, would prefer to instruct and *only* instruct (get rid of homeroom record keeping). From Mrs. Russ, "I only wish the children could have this, too. They function eight hours a day by bells." On hearing that, a nearby full-time teacher added, "Yeah, and for three months during the summer, I salivate at 11 o'clock."

During the interviews out of which this story unfolded, two things became clear. First, Dr. Martin and the school board office were willing to consider a somewhat unusual arrangement in order to keep the two "capable, and both needed here" teachers teaching. The ladies, according to frequent remarks they volunteered, greatly respect that willingness.

Half-day teaching wouldn't work for major breadwinners. But in North Carolina, there are at least two top-notch teachers anxious and able to make do with half-slices, as long as they're spread with equal amounts of time. (JLN) ■

put ERIC to work for you

These days, it almost seems that everybody involved in education is either preparing a report on something, researching something in order to report on it, or doing something worthy of being researched and reported. The classroom teacher, the guidance counselor, the principal is prone to wonder, "What good does other people's research do me? I never get to see the results. And even if I could, it probably would be more trouble than it's worth."

Let's suppose, for example, that you and your school are debating whether to start a course, or maybe a sequence, in journalism. Surely other schools have done that – and suffered all the growing pains that accompany new programs. But dedicated as you are, you need to take advantage of as many short cuts as possible. You want to know what worked best (and what didn't work at all) for your colleagues in other schools, towns, and states when *they* started a new journalism program in *their* schools. You also want to find out how they keep good programs going.

Where do you get brief, concise summaries (detailed reports, if you wish) of these projects? From ERIC. One postcard or telephone call is all you need to locate the information you want.

ERIC stands for Educational Resources Information Center. There is an ERIC center in the Education Building in Raleigh. When your request is received, ERIC staff members will begin filling it with the aid of a computer. Within 24 hours, the computer will feed back 200-word summaries of all documents in the nationwide ERIC system that deal with the topic "High School Journalism." Each of those abstracts will contain the educational document number, title, author, number of pages of the document in its published form, and cost of the complete text, in addition to the 200-word summary.

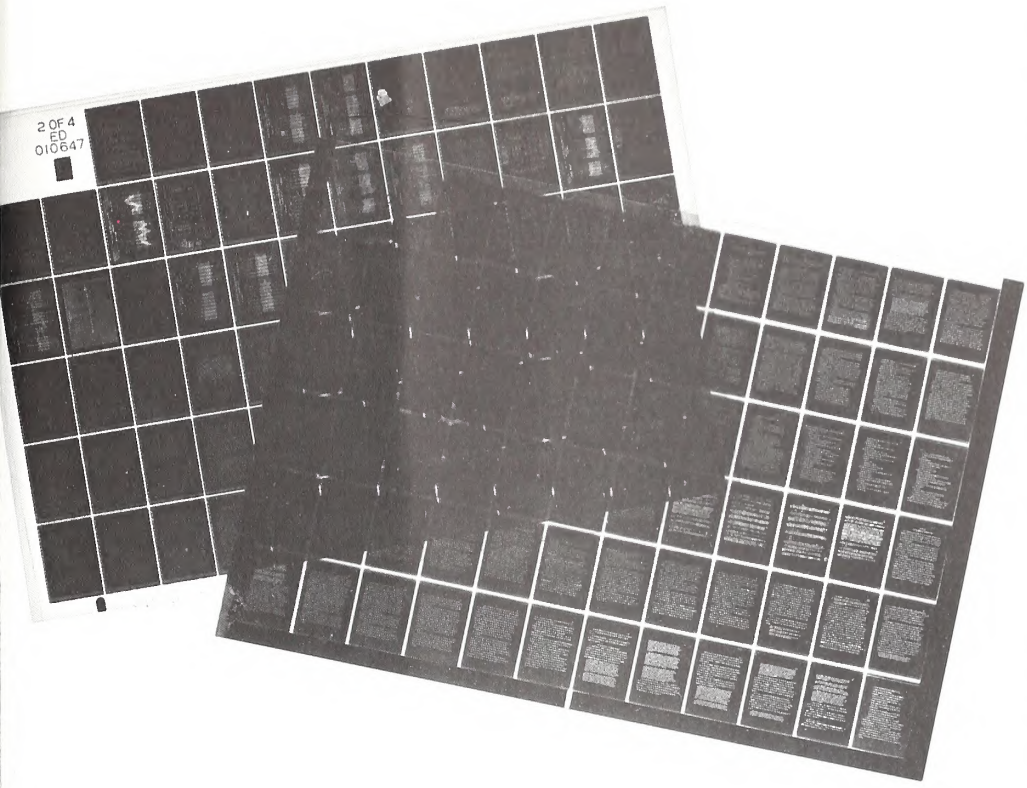
Your request might bring 150 such reports. As a rule, the research analyst has a general idea of how many documents would pertain to your subject before she puts the computer to work. That is, she can judge, by the materials she must use, whether crossing the subject "High Schools" with the subject "Journalism" is likely to bring 100 responses or 1,000. If the latter is the case, she might choose a slightly different route. At this point, she retrieves everything *except* the summaries. By examination of the bibliography, she determines which titles to get summaries for – only the ones most closely suiting your particular needs.

When the information reaches your mail box, you browse through it and find that there are 16 documents you want to read in full. (Documents can be excerpts from books, progress reports, journal articles, etc.) That's where one of ERIC's unique features as a national information service comes in. Full texts come on microfiche – 4" by 6" cards, each holding up to 90 pages' worth of standard printed copy. Each card costs only 10 cents when reproduced by the ERIC center. (It takes only seconds.)

Your desired microfiche will reach you within a week. A special machine produces them at the rate of 400 an hour. You'll need a microfiche reader, of course, and it may be that your school board office or school library already has one or more. If not, a nearby college or university probably does. Your system may even want to buy a portable one so that you and other educators can take advantage of the microfiche information boom.

By reading the microfiche, you will find out what only a few days ago you were wondering. How have others done it, what do's and don'ts would they suggest, and how are their programs progressing?

Because of another feature of ERIC, you also can be pretty sure your information will be well prepared. Quality control of those documents accepted into the ERIC system results from the work of experts in



various educational fields, who examine each submitted document for its usefulness. If it's not pertinent, practical, legible enough for photographic reproduction, and concerned with relevant, innovative programs, ERIC doesn't include the document in its collection.

Although ERIC is a federally financed program, only the chief administrators work in Washington. The educational experts employed by ERIC who do the document screening were never uprooted from their own professional addresses. Those who deal with the broad topic educational management, for example, do their work at the University of Oregon. Those who work with scientific and mathematics education information operate out of Ohio State University. There are 18 other ERIC clearinghouses, each concerned with a different subject and each setting its own criteria for document selection. This decentralization is regarded as one of ERIC's major assets.

Mrs. Gladys Ingle heads the State education agency's ERIC activities. She says, "ERIC is the first comprehensive educational information system designed to serve American educators. It is unique in its use of microfiche as a means of disseminating information. Not only is microfiche a space saver (on microfiche, 45,000 documents can be placed in 4 standard office file cabinets), it also saves valuable time and money." ERIC doesn't tell you to "allow so many weeks for delivery," and you don't have to buy and store all those leather bindings and extra pounds of paper.

"We're encouraging schools and other potential users to invest in an inexpensive microfiche reader," Mrs. Ingle notes. "There is a 7½-pound portable one on the market for $89.50. We have one of those, and our State office educators may check it out for use at home. Two sturdier portable models range up to $190."

Microfiche reader/printers (machines that will produce a photoduplicated copy of a given page on the microfiche card at the punch of a button) also are available, but cost considerably more.

The computer searches that were referred to earlier usually run between $10 and $40, depending on the extensiveness of the topic (computer time required to produce the bibliography). Researchers consult the person making the request to pinpoint his needs and resources. Manual searches are also possible for extremely limited topics, but they weigh heavily on the researcher's time. And users are encouraged to do their own manual searches at an ERIC center.

Mrs. Ingle serves as director of the Research and Information Center for North Carolina's State education agency. The Center, which includes comprehensive educational information services as well as ERIC, has helped make North Carolina a leader in educational information dissemination. The Center was established in 1960 with State funds. Five years later, it became one of the first ERIC subscribers. During the fall of 1970, it became a satellite of the ERIC/CRIER (Clearinghouse on Retrieval of Information and Evaluation on Reading). North Carolina was the second state education agency to be invited to join ERIC/CRIER. And in a recently issued directory of educational information outlets, the Research and Information Center is included in a list of exemplary centers in the nation.

For a while, the Center staff had to restrict its ERIC work to requests from State-level educators. "Now we have the personnel to serve schools," Mrs. Ingle points out. College and university people, including students, are using our services. We also furnish microfiche to educators in other states because we're one of the few centers with an automatic microfiche reproducer.

"People come first with us," she adds. Nationwide 477,000 people are using ERIC every month. We're now able to put ERIC to work for every interested educator in North Carolina." Mrs. Ingle's ERIC staff includes Mrs. Susan Wellborn, research information specialist, and Miss Lynn Quisenberry, research analyst. They expect to gain another assistant soon.

ERIC was the brainchild of Dr. Lee G. Burchinal, now an assistant commissioner for education communication in the U. S. Office of Education. Title V funds from the Elementary and Secondary Education Act made it available to the State education agency.

Perhaps ERIC's biggest service is that of keeping innovative educators abreast of the times. To do that, the document workers in the 20 specialty clearinghouses invite teachers, superintendents, professors, and others to submit reports on their programs to the appropriate clearinghouse. For those addresses and other additional information about ERIC, write or call Mrs. Gladys Ingle, Director, Research and Information Center, 353 Education Building, Raleigh, North Carolina 27602, Telephone (919) 829-7904. (JLN) ■

VIDEOTAPE: NEW TOOL FOR SALISBURY

"We have a choice, and that's what I like," said one teacher of the Salisbury Media Project. She explained that when a guest speaker comes to town, his remarks can be videotaped and played back for those who can't attend. The same teacher can also ask the project staff to tape regular television shows of interest to his class or film in-the-flesh happenings they might want to see. "It's an internal-external communication tool with just about unlimited scope," said Project Director Herbert Rhodes.

Called "Improving Instruction with Electronic Equipment," the ESEA (Elementary and Secondary Education Act) Title III program was originally funded in March 1968. Rhodes be-

came director in July of that year and heads a staff of three, including an electronics technician and a male secretary. Extra staff members, he noted, are provided by high school students interested in electronics or media.

The project, according to Rhodes, is primarily concerned with utilizing videotape in the total instructional program. It's gone further, however, and now serves the community at large through a cablevision hookup. "But if we have any purpose as a project, it is to respond first to the needs of teachers and administrators," he said. "When we get requests, we see that speakers, projects, and so forth are taped and then shown at a time convenient to teachers," he continued. From Rhodes' tone, it is obvious that the Salisbury Media Project is mushrooming into a real community service program, with more to be done than a staff of three and the high school students can possibly accomplish.

A media project revolves around equipment, of course. A sophisticated studio with cameras, control booth, and a set – the works! They began, however, with five videotape recorders, three cameras, and accessories. "But as business grew, so did the need for equipment," said Rhodes. The project now has nine additional recorders and another camera.

The studio, located on North Ellis St. in Salisbury, was designed by the project technician, Randy Roberson. It was built by a local shop teacher and is set up like any television studio. The set was donated in parts: Curtains were made by a local citizen; and a sofa, desk, and speaker's stand were also donated. It looks a bit pell mell in the flesh, but on television, the effect is quite professional.

Rhodes and his staff serve the entire school system and then some: six elementary schools, a junior and senior high school, two local colleges, and a technical school. A tall order for three people! Any teacher at these institutions can request a videotaping.

A math teacher might want to tape a program on educational television that is shown at an inconvenient time for her students. She puts in an order for videotaping and then plays it back in the classroom at a convenient time.

The videotape technique can also be used individually with headsets. A student who is having reading difficulties, for example, can work alone using a headset and a television while his teacher continues with the regular classroom program. "This way, *Sesame Street* can be used for real instructional purposes rather than having the whole class, which might not need it, watch the program," said Rhodes.

Students are working with the media project, as well as using it for enrichment in the classroom. "Even sixth graders have operated cameras for some shows," said Rhodes. One group, the journalism class at Boyden High School, writes and produces a regular program from beginning to end, including making the cue cards. Called *Hornet Power* to tie in with the name of the student newspaper, the show features club news, interviews with key students, straight news, and even personal tidbits from Boyden High School. One *Hornet* student got himself a summer job with a Charlotte radio station as a result of his experience.

The opportunity to work with sophisticated media equipment has sparked the interest of other students, electronics classes included. One electronics student plans to continue the experience and will major in that area at N. C. State University. Others, involved in the writing-acting end of the project, plan to study media at UNC-Chapel Hill.

Teachers and laymen have jumped in with enthusiasm from the moment the project began. One principal bought his own television set for his office, and the PTA has contributed several sets. One school held a Fall Festival, raised $1,200, and spent half of it on television sets.

In the elementary schools every teacher has access to a television set at any time during his daily schedule. The junior and senior high schools average around 10 sets each which are placed throughout the schools and are available to all teachers. With Salisbury's setup, every teacher who wants to use videotaping or television in his classroom has easy access to it.

Every school in the Salisbury system has at least one videotape recorder and a person in that school assigned to operate it when a teacher needs assistance. The tapes can be played on a classroom set or sent by cablevision to all sets on the closed-circuit system. In addition, they can be picked up by laymen who have cablevision.

Using the closed-circuit setup, Superintendent Harold Isenberg – or anyone for that matter – can communicate directly with every child or teacher in the system at once. The eventual goal, said Isenberg, is to stimulate more community involvement through cablevision.

The project houses a library of tapes that are catalogued for teacher use and distributed through interschool mail. Other members of the community, as well as teachers, may borrow tapes. Each school, however, has a person designated to play the tapes at times convenient for teacher use.

Through the cablevision setup, as noted, the Salisbury Media Project has wider coverage than the classroom. Rhodes explained that when cablevision came to his area in September of 1970, a line was installed to the studio. Thus, the project can originate live programs over the cable or play back videotapes over it and reach the community at large.

The Salisbury Board of Education pays half of the monthly maintenance charge for this service, with the other half picked up by Catawba College, which works closely with the project staff on programming. Rhodes, however, is seeking community support to help defray the approximately $100-per-month tab.

Rhodes noted that he finds it difficult with a limited staff to keep the community abreast of his monthly cablevision schedule, which he tries to keep programmed about three hours a day. The staff does manage, however, to produce a partial weekly schedule for SEIC-TV (Salisbury Educational Information Cable TV), Channel 6. They also throw in a schedule for other educational channels that can be picked up locally.

The mushrooming of the Salisbury Media Project continues: The staff is presently taping math programs run over the UNCET (University of North Carolina Educational Television) network and making them available to nearby school systems that can't pick up UNCET channels. Even the State Department of Public Instruction periodically asks the system to tape programs for State-wide use.

Although Rhodes is the first one to applaud Salisbury School's ability to reach the community a large (and next the State) through the media project, he still feels that the first purpose is "to meet the needs of teachers." And the students, of course. As one child said, "I like it because I can watch something else instead of the teacher all day long!" (LKG) ■

items

COMMUNITY COLLEGES RADIO SHOW NOW ON AIR

Do you know what the community college or technical institute in your area has to offer? To find out, listen to *Progress Report,* a weekly five-minute radio program sponsored by the North Carolina Department of Community Colleges. Each *Progress Report* interview, conducted by veteran broadcaster Bob Farrington, features some aspect of services offered by the 54 State-supported community colleges and technical institutes in North Carolina. Over ninety percent of the radio stations in the State are airing the show. Check local listings for dates and times in your area.

BURLINGTON PLANS LONG-RANGE STAFF DEVELOPMENT

Burlington City Schools is the first school system in the State to approve a long-range plan for staff development of educational personnel, according to Dr. James Valsame, director of the Division of Staff Development for the State education agency.

The program, called "Plan II," was approved at the January 28 meeting of the Burlington City School Board. It was earlier approved by the State Department of Public Instruction. Dr. Valsame notes that Burlington is the first school system in the State to secure formal approval of such a plan. About 12 other units are in varying stages of developing a "Plan II."

With an approved long-range plan for in-service education, a school system can carry out a local program with minimum State supervision and control but with periodic reviews, according to Valsame. Under previous setups, each in-service activity was approved by State authorities before credit could be given to teachers. Long-range planning, he added, makes possible greater emphasis on on-the-job-training.

Highlights of the Burlington plan include assessment of strengths and weaknesses with program activities aimed at meeting these needs. Activities will include workshops, college credit courses, travel, and provision for recognizing certain kinds of individual projects such as research programs. Evaluation of in-service education is also included in the plan.

GIFTED, TALENTED SECTION CONSULTANT IN WINSTON-SALEM

Betty H. Hobbs, consultant in the Gifted and Talented Section of SDPI's Division for Exceptional Children, is now working in that section's Winston-Salem regional office. Her mailing address is Drawer H, Salem Station, Winston-Salem, North Carolina 27108. Phone (919) 725-2590.

PINECREST HIGH SCHOOL VISITATION SCHEDULE CHANGE

Visiting days at Pinecrest High School in Moore County have been changed from Wednesdays and Thursdays to Tuesdays and Thursdays. The school requests that prospective visitors contact the Pinecrest Information Office well in advance of the date they want to view the innovative program there. Last year more than 3,000 guests saw the school in operation.

GOVERNOR'S SCHOOL TEACHER APPLICATIONS

Applications for teaching and dormitory counseling positions at the North Carolina Governor's School should be sent to this address: Miss Brenda Petree, Administrative Assistant, Drawer H, Salem Station, Winston-Salem, North Carolina 27108, or to James L. Bray, Resident Director.

The Governor's School office, on the Salem College campus, is open year round from 8 a.m. to 5 p.m. week days. Telephone (919) 725-8761.

LENOIR COUNTY'S SCHOOL LIBRARIES ARE AMONG NATION'S BEST

The Lenoir County school system is one of six national finalists in the 1971 Encyclopedia Britannica School Library Awards Program. After further evaluation, three of the systems will be named to first, second, and third places in the competition. They will receive cash awards of $2,500, $1,500, and $1,000 during National Library Week, April 18-24.

With the advisory assistance of the American Association of School Librarians, Encyclopedia Britannica has given the awards since 1963. The top three systems will be those public, private, or parochial school units which, with due consideration of resources, show the greatest growth and progress toward the goal of good library media service in the elementary schools of the district as a whole.

The national recognition is sponsored to (1) stimulate public interest in school libraries, (2) point up the importance of good elementary school library media services to quality education, (3) encourage citizen planning for their development, and (4) commend those school systems whose foresight and planning are an inspiration to others.

According to Mrs. Judith Garitano, chief field services consultant for the State education agency's Division of Educational Media, North Carolina has had national finalists in four of the previous eight competitions: Durham County, honorable mention, 1963; Durham County, first place, 1964; Mooresville, honorable mention, 1965; and Jackson County, honorable mention 1968.

YEAR-LONG SAFETY PROGRAM BEGUN

Some 270 high school students in Craven County this semester are believed to be the first in the nation who can elect a year-long safety program that involves "life-in-general" safety, as well as the principles and practices covered in driver education.

Funded by a State Board of Education grant to the Craven County Board, a new general safety course treats a host of everyday topics: causes of accidents, home and farm safety, fire prevention and protection, recreation and outdoor life safety, sports and physical education safety, occupational safety, civil defense, first aid instruction, safety in schools, and community participation in safety. The four-phase driver education course covers automobile and traffic safety, rounding out the total program.

SDPI Driver Education Consultant John Noe illustrated two examples of how both one-semester courses will interplay: "If a driver tows his boat to the beach, then he needs to know not only good *highway* habits, but also the whys and hows of *water* safety. And if he's going to drive to and from work, he's also got to manage to stay safe from perils at home."

Craven Superintendent Hiram J. Mayo hopes that his school system's experimental two-semester plan will lead to State-wide use of such a curriculum within a few years. Writer of both halves of the unique program was William D. Lee, Jr., Craven's director of driver and safety education.

MATH PUBLICATION NEARING COMPLETION

The State Department of Public Instruction's Division of Mathematics reports that work is continuing on the remaining two parts of its elementary curriculum publication *Mathematics Goals and Activities K-6.* Called *Part 2: Operations and Mathematical Sentences* and *Part 3: Geometry, Measurement, and Graphs and Scale Drawings,* the final two sections will be available by the end of the current school year.

Details about these two volumes of the math publication, along with distribution plans, will appear in the May issue of *North Carolina Public Schools.*

TALKING BOOK SERVICE AVAILABLE

A talking book service, originally initiated more than 30 years ago for the legally blind, has since been extended to any person who for physical reasons is unable to hold or read conventionally printed material. Rehabilitation counselors or other professional personnel may establish client eligibility for use of the books by writing the North Carolina/South Carolina Regional Library for the Blind and Physically Handicapped, North Carolina State Library, 1314 Dale Street, Raleigh 27605. They must state the reason for and degree of physical impairment. Thereafter, a talking book machine (a three-speed record player) will be loaned and delivered by mail without postal charge. Available books include magazines, best sellers, poetry, classics, religious publications, fiction, non-fiction, etc.

SCHOOL INSURANCE FUND UNIQUE IN NATION

North Carolina can name many "firsts." A list of them might be topped with the birth of Virginia Dare and the flight at Kitty Hawk. It is probable, however, that North Carolina's Public School Insurance Fund might be overlooked on the list.

Comparable to a small fire insurance company, the Fund is the only insurance operation run by a state board of education to provide low-cost fire insurance and extended coverage to public schools. Insuring with the Fund is optional. A school system may choose to insure with a stock or mutual company instead. But Thomas B. Winborne, director, contends that schools can save money by insuring with the Fund. Some 101 of the State's 152 school systems do just that.

Winborne has been with the Fund since its establishment in 1949, and director since 1950. The Fund actually got its start in 1948, when a 25 percent increase in the fire insurance rates on public schools went into effect.

The General Assembly, to combat the increase, authorized the State Board of Education to set up and operate a school building insurance fund. To begin it, $2 million was loaned for reserve purposes from the State Literary Fund, which is used to loan money to local systems for building purposes. (At that time, according to Winborne, the Literary Fund was little used since schools could secure equal interest rates from commercial institutions.)

The $2 million was repaid by 1962. Actually, not a penny was ever used in the payment of losses, said Winborne. Reserves at the present time amount to almost $5 million. Investments of the Fund – handled by the State Treasury – are in U. S. Treasury bonds, notes, and so forth.

According to Winborne, one of the first results of the Fund was a slash in rates charged public schools by commercial insurance companies. Shortly after the establishment of the Fund, insurance companies petitioned the Insurance Commissioner to reduce public school fire insurance rates. Since then, these rates have been further decreased. "I am convinced that no such relief would have been granted if the insurance companies had not been forced to compete for business," said Winborne.

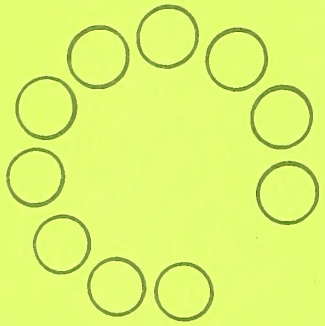
Sufficient coverage of school buildings is another asset. When the Fund was established, many school systems were carrying insufficient insurance. Today these same units have taken advantage of lower charges to increase their coverage.

The greatest benefit, according to Winborne, has been the establishment and maintenance of a fire inspection service by the State. He said that about one-half of the budget of the Fund goes to inspection activities designed to minimize the risk of fire. Four engineers are employed by the State Board of Education for this purpose.

The 21st year of the operation of the Public School Insurance Fund ended June 30, 1970. As of that date, there were 77 county and 24 city school systems, 21 technical institutes, and 6 community colleges insuring their properties through the Fund.

Total insurance in force was $624,027,000. Earned premiums for the year were $815,222.92, with losses of $793,320.16, for a loss ratio to earned premiums of 97.31 percent.

DIALING FOR MATHEMATICS



Sue Cause, Public Information Director, Durham County Schools

It's not news that a teacher's day doesn't begin at 8 a.m. and end at 3:30 p.m. Hours of correcting student work and preparing lessons stretch into the night. But for Mrs. Mary Bond, mathematics teacher at Jordan High School, the *actual* teaching day frequently extends to 9 p.m.

For four years Mrs. Bond has been "dialing for mathematics."

Once or twice a week between 7 and 9 p.m., this teacher telephones selected students from her five algebra classes and asks them questions about the night's assignment. Students volunteer their telephone numbers at the beginning of the year, but they never know when they might be called.

"I began calling students at home when I found that many of them were reluctant to verbalize in class. Over the telephone they'll ask me all sorts of mathematical questions, questions that they would be embarrassed to ask in front of their peers," she explained.

There is no penalty for not having done the homework when she calls, but students who respond well can substitute their telephone recitation for a low oral grade in class. According to Mrs. Bond, it's rare that students are not prepared to discuss some aspect of the assignment when she calls.

On days when a new math concept has been introduced, the process is reversed, and the students may call their teacher between 6 and 7 p.m. to ask her questions about the new concept.

"Dialing for mathematics" offers many advantages to Mrs. Bond. "This procedure makes homework a learning rather than a copying process, and it helps me plan my next day's lesson. If most of the students called have difficulty with the same question, I know I haven't explained the concept satisfactorily.

"I've also learned through my telephone conversations that every child wants to learn; but some students, if they don't know in class, pretend that they don't *care* to know."

Mrs. Bond has found that class participation improves because the students she has called the night before are willing and eager to add to class discussion. Also, students have better study habits because the students want to be prepared if she calls.

According to Mrs. Bond, the most important advantage of telephoning is "that I am evaluating myself while teaching the student and offering more individualized instruction."

attorney general rules

Excerpts of rulings from the State Attorney General's office are presented here as an information service. Complete copies of the rulings may be obtained by writing Division of Public Information and Publications, State Department of Public Instruction, 362 Education Building, Raleigh 27602.

Education; Teachers; Extracurricular Activities After Normal School Hours, December 9, 1970 . . .

The issue of whether teachers, as a part of their contractural obligations, may be required to conduct and supervise extracurricular activities has been the subject of court decisions in at least three instances. In each it was held that a teacher's contractural responsibility extends to supervising extracurricular activities.

Parrish v. Moss, 106 N.Y.S. 2d 577, affirmed, 107 N.Y.S. 2d 580 (1951), held that the extracurricular assignments were permissible but should be related to the teacher's field of specialty.

In *McGrath v. Burkhard,* 280 P. 2d 864 (Cal. 1955), the court held that no particular teacher should be discriminated against in the assignment of extracurricular activities, *i.e.,* that extracurricular assignment of each teacher be comparable to that of other teachers.

McGrath involved a teacher in the Sacramento Senior High School who sued to prohibit the board of education from assigning him extracurricular responsibilities in athletics or at social functions. His refusal to accept extracurricular assignments resulted in his being assigned an extra class. He contended that such assignments were police work, unprofessional in nature, foreign to his field of instruction, and unreasonable in the number of hours they added to his duties which were not contemplated in his contract. The court held that a board of education has authority to assign teachers to extracurricular activities so long as such assignments are impartial and without discrimination in relation to other teachers in the school system. These activities, it was reasoned by the court, are part of the total school program; they are in the interest of students, parents, and community; they need to be carried on; they can best be conducted under the auspices of a school; teachers are expected to assist with them; and there is nothing unreasonable in a fair assignment of extracurricular responsibilities.

A similar decision was rendered in *Pease v. Mill Creek Township School District,* 195 A. 2d 104 (Pa. 1963), in which teachers were required to supervise students at athletic and social activities conducted under the name and auspices of the school. These assignments were held to be within the scope of the contract of the teacher and to be proper as long as they were distributed impartially and were reasonable in number and hours of duty required.

Although no appellate court in North Carolina has spoken to the issue, we are of the opinion that the great weight of authority supports the assignments of extracurricular activities to public school teachers so long as the assignments are distributed impartially and are reasonable in number and hours of duty required.

VOLUME 35 / NUMBER 4 / SUMMER 1971

NORTH CAROLINA PUBLIC SCHOOLS

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Official publication issued quarterly by the State Department of Public Instruction. Second class postage paid at Raleigh, N. C. 27611. Unless otherwise noted, no permission is required for reprinting, with the exception of articles from other publications reprinted herein. Manuscripts are welcomed. Mailing address: Editor, *North Carolina Public Schools,* Division of Public Information and Publications, Room 362, State Department of Public Instruction, Education Building, Raleigh, N. C. 27602. Telephone: 919-829-4258.

COVER

Printer's ink is one of the regular supplies ordered by Lexington High School. Students there have an opportunity to take courses in graphics and industrial communications. See story on page 14.

Photo credits:

Pages 4 and 18, Bruce Clark, SDPI photographer; page 7 Jan Narron, SDPI; page 14, staff photo, *The Dispatch,* Lexington, N. C.; and page 17, W. F. Ritter, Jr., Science teacher North Moore High School.

YOUR COPIES OF **NORTH CAROLINA PUBLIC SCHOOLS**

Plans for next year again include supplying enough copies of *North Carolina Public Schools* to each school for 75 percent of its teachers. As explained to superintendents last fall, it is hoped these copies will be placed in teachers' lounges or other central locations so that interested staff members may pick them up. We will be correcting the mailing lists this summer to try to insure that each school receives the correct number of copies.

NORTH CAROLINA PUBLIC SCHOOLS

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EDPRESS

From the State Superintendent

Those of us in the teaching profession must make it clear that our values are built around what is good and necessary educationally for North Carolina's children and North Carolina itself.

In the simplest of terms, I firmly believe that the vast majority of our 54,000 classroom teachers in all of our more than 2,000 public schools are committed to the welfare of the individual student.

However, there are a few teachers operating within the professional organization, who are creating a very undesirable reflection on every one of our dedicated teachers. I ask the citizens of this State to be aware of these detractors and to be able to tell the difference.

In the request of the State Board of Education, we are not asking for something for ourselves, not pleading for our well-being alone, not demanding consideration for mere surface values. We are asking the people of the State, through the 170 decision makers now in Raleigh, to weigh these values with us – to decide what is best for the present and future of our children.

I believe that action by approximately 800 teachers, at the NCAE convention last month in Charlotte, does not reflect the opinion of the vast majority. We are indeed grateful for the positive leadership of Governor Robert Scott and the Democratic majority in this and past General Assemblies.

It is my legal responsibility as State Superintendent to inform the citizens, the profession, and the decision makers as to the real needs of the public schools of this State.

The "B" budget request of the State Board of Education reflects careful and thoughtful preparation and study. It was not written overnight. It was compiled over months of very hard work and soul searching. It reflects the combined efforts of teachers, administrators, school boards. PTA leaders, and others concerned with public relations.

We are earnestly trying to interpret what these programs will mean to the North Carolina children who learn in our schools. This "B" budget request, now in the capable hands of the General Assembly, is honest. It is practical. It is obtainable. It is responsible. It carries out the concept of "A Child Well Taught," the theme of the 1968 Education Study Commission.

We ask the citizens of this State not be confused by those in our own profession who are trying, either by design or through misdirection, to divide us.

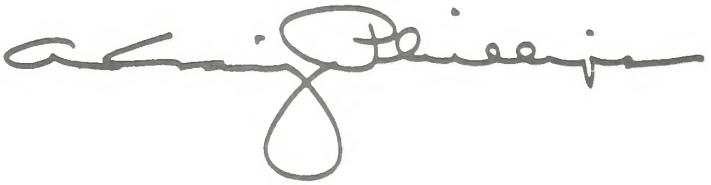
The State Board of Education is earnestly trying to provide resources, not for ourselves, but to make what happens in the classroom a meaningful experience for every child entrusted to our care.

The majority of our teachers want time to teach, time to plan, time to think, time to prepare. They also need adequate compensation. This can be accomplished through the extended term of ten months and continued improvement in our salary schedules.

There is much to do. The school experience must be made more meaningful to those in the middle grades. This can be done by placing more emphasis on occupational education to those students in their formative years, to those students who will not attend a college or university.

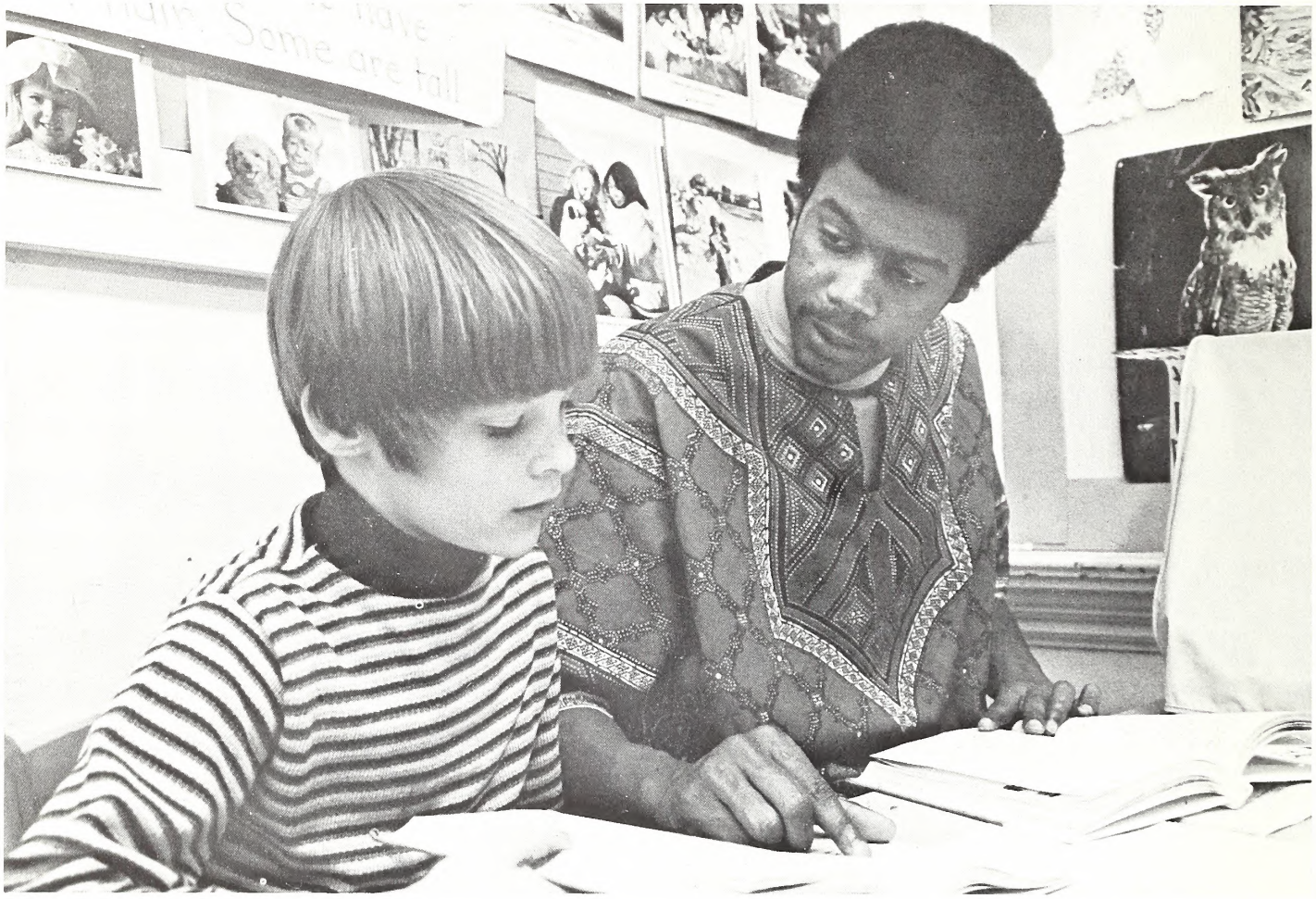
We are now ready to continue our efforts in early childhood education. The pilot demonstrations are successful. It is proven they will work and are sorely needed.

These are challenges for all of us – the layman and the professional. We must roll up our sleeves and get on with providing a good education for 1¼ million boys and girls.



ELEMENTARY SCHOOL CLASSROOMS:

WHERE THE HIGH SCHOOL BOYS ARE



Can a high school student-tutor have a measurable impact on the school achievements, attitudes, and life style of a fatherless primary grade boy?

If so, would it make any difference whether the tutor was a boy or a girl?

Would the tutees, after all is said and done, really be any better off than their non-tutored peers?

Any worse off?

What about the tutors? Would they find themselves changed after such an experience?

Apparently no one knows for sure. But Burlington educators who are participating in an experiment along these lines aren't so concerned with a statistical outcome as they are with the all-round beneficial effect they've seen the teenagers have on the children this year.

The idea for the research project came from Dr. Neill Rosser, a professor in the University of North Carolina's School of Education, Chapel Hill. The funding came from the Z. Smith Reynolds Foundation, Winston-Salem. The project partners came from administrative and instructional ranks of the Burlington school system. The tutors came from two Burlington high schools. And the tutees were already available in four Burlington elementary schools.

Dr. Oliven T. Cowan, assistant superintendent for instruction, recalls, "Dr. Rosser, whom I knew and worked with at the University, made the proposal to the foundation, but he needed schools, teachers, students, and so forth. We were eager to be involved.

"It's a female-dominated world in those early years," said Dr. Cowan. "Many little boys who do have fathers find them away from home so much because of their jobs. Most elementary school teachers are women. The adult male image is often missing. That may be part of the reason boys don't usually do as well in school the first few years. It appears that this might be especially true for boys without a man-figure in the home."

So in spring of 1970, at registration time, the interested juniors and seniors from the Cummings and Williams high schools signed up to offer their tutoring services in four elementary schools. They were informed about the boy vs. girl aspect of the experiment, but the competition didn't seem to bother them. They did not know that they would receive credit or pay until later.

"We selected from the volunteers," explains Cowan, "15 boys and 15 girls to serve in the project, but some 75 teenagers are still donating their services. The selected tutors are not neces-

sarily all top academic students, but rather the ones thought most likely to succeed with the children. Including travel time to and from the elementary schools (where the tutoring is done), the tutors spend two class periods a day and are receiving two units of credit, as well as the minimum wage."

Once selected, each tutor was assigned to one of 45 little boys, none of whom had an adult male figure living at home except, perhaps, for a grandfather. There was no effort to assign a particular tutor to a particular tutee: that part was left to random appointment. The tutees still do not realize they are receiving such special attention because the tutors also work with other children. This safeguard is an attempt to keep the fatherless boys from becoming too attached to their newfound big brothers.

A visit to Maple Avenue School revealed some of what the teenagers do in their daily trips to work with the first through fourth grade pupils. Kirk Reid, for example, rounded up five or six second graders after lunch for a workbook study exercise on a story they had recently read. A tall black high school senior whom his supervising teacher describes as a "great leader with a great deal of imagination," Kirk settled down for the reading session, which started with what appeared to be an occasional popular joke.

"Whose chair are you sitting in?" he asked a little boy named Jerry.

Jerry's classmates at the table hastened to giggle out loud, "That's *his* chair!" Kirk wound up with one of the kiddy-sized chairs instead of the one slightly larger model, which Jerry had jokingly occupied. But nobody – including Kirk, whose lanky legs stretched almost the entire distance underneath the table – seemed to care that day, and the reading began.

A girl named April inserted an extra word into the sentence she was called on to read, and Kirk casually inquired, "April, where did you find that word *very*?"

Someone in the group suggested, "In her noggin," and April happily admitted that the word must have come from there since it wasn't in the printed sentence.

"What's a blowhole?" Kirk asked another boy, who had filled in a blank correctly.

"That's the hole he blows through."

"And who's *he*?"

"The dolphin," answered Jeff.

Somebody suggested that a dolphin is a reptile, after which Kirk led the group in remembering that dolphins and whales fall into the mammal category.

Kirk asked another child to read *in*correctly a certain sentence that gave two possible completions. It came out, "The lifeguard wore a *hate*," and a discussion of the difference a silent *e* can make followed.

Then a sentence prompted some excitement about eggs. Kirk addressed his special tutee with, "Do you hate eggs?"

"Love 'em!" was the answer. The general consensus, however, was that none of the group liked them boiled. Easter eggs were fine to find and look at, but not to eat.

All that, plus some discussion not reported here, took place in less than 10 minutes, and it was obvious that the children found it a fast-moving, interesting, yet educational session.

"Kirk puts so much of himself into his work," said Mrs. Polly Wicker, the teacher he assists. "He will bring the children back upstairs after lunch and tell them a story, putting them in as the characters. And they never want him to stop. They love his clothes. (Kirk frequently wears dasikis, which his mother makes.) He does so much on his own that I don't have to tell him what to do, which means I can move much faster in my work."

Like several other tutors, Kirk frequently tossles the heads of his charges, showing his affection for them. "I'm planning to go into some kind of religious education work," he said. "By that, I mean I won't be in some pulpit preaching, but out there helping. It might be mission or social work; I'm not sure yet."

Although Mrs. Wicker's other tutor, Diane Southerland, was not available at the same time, the children mentioned her. The little girls admire Diane in a special sort of way because she is their ideal image of the teenage life they look forward to.

"Having these high school students' help is just like having teacher aides," Mrs. Laura Hamlet, a first grade teacher, felt. "I can tell a difference in the classwork. Since I have helpers, the children can get help the minute they need it. And to these children without fathers, the high school students are someone extra they can depend on. They know the tutors are going to be here everyday.

"Most of the fatherless boys come from rough situations. One has been taken away from his mother and put in a foster home several times. Today I learned that another child's mother and her boyfriend are having trouble. Another mother was never married. The causes of the fatherless status, however, also include accidental death and friendly divorces."

Two of her tutors, Cindy Montgomery and Pam Garrett, pointed out that they believe the children benefit from the attention the tutors give them. "They especially like to stand up in the front of the room and sing 'Raindrops' for us," the girls agreed. "The children call us *Miss* or *Mr.* as the case may be, and one of our little boys signs his papers *Mr. Freddy*."

When asked about her career plans, Pam added, "I've been debating between teaching and social work. Doing this, of course, has helped no matter which I choose."

"This is a great program," tutor James Honeycutt remarked. "I'm really glad I've had the opportunity to work with these little kids. A lot need the extra help."

Maple Avenue's principal, Nancy Howell, noted that it's hard for some people to tell the difference sometimes between the high school tutors and the student teachers from nearby colleges, who also are working at her school. "Because the tutors have been here all year," she said, "they really know our routine quite well.

"Recently we had a meeting of all our tutors," Miss Howell continued, "a sort of evaluation session. They are busy individuals, you know, and many of the boys have sports practice after school. We were able to get them at 12:30 p.m., though, because of cooperation from the senior high people.

"The tutors have come to think and act like teachers. They had no typical 'student-type' remarks. Instead, they were concerned about teacher-type matters. 'What about discipline?' they would ask. 'They have to understand that when we say sit down, they're supposed to sit down.' "

There is no doubt that the student-tutors feel great responsibility in their work. They must spend 45 minutes or so a day giving special individual attention to their assigned tutees (whether alone with them or in small groups) without letting the fatherless boys know they are being treated somewhat differently. In addition, they must wrestle at times with the problem of

slow progress. One told Assistant Superintendent Cowan, "I just don't know what I'm going to do with my boy. Somehow I've got to get him on the ball!"

Mrs. Barbara Tapscott, Burlington's director of elementary education, added, "A playoff of this program has been the tutors' interest in the other (that is, non-fatherless) children. For instance, one said recently, 'My child doesn't need the tutoring so much, but another one I know does.' It's been one of the most exciting things we've done in the elementary schools, and now more high school students are expressing interest in elementary, as opposed to secondary, education."

Cowan added, "At least six or eight young people have told me they had never once considered teaching or anything in the field of education but that this year's work has changed their minds. There are also those who say they had no idea how complicated and involved teaching can be. They now have a great deal of respect for teachers – something they didn't have before."

One student revealed to Cowan that the instructional work simply overwhelmed him. It was more complicated than he could have anticipated, and he had no desire to get into it as a profession.

Similarly, Roger Moore, another tutor, remarked after the day's tutoring session, "I feel like I understand younger children better. I've learned a lot about how much they are influenced at that age. Some parents apparently don't realize how important their own influence is because some of these kids have a real hard time at home, and they talk at school. I really don't know if I've got the nerve to teach all day."

In the end, it will be measurements of the children's development – scholastic, emotional, and otherwise – that will determine how valuable the student-tutors' services have been. There will be both objective and subjective post-project testing, to be compared with the pre-experiment tests. In addition, the post-project results will be pitted against those of the control group, who have not had tutors.

Already, it appears that there will be some outstanding results. In only one year's time, it seems, the tutoring exercise has contributed more than was anticipated. It has served not only as a scientific research laboratory, but also as a school for which there is no definitive name or clear-cut curriculum: everybody has been the learner. And such a continuing education lesson won't be easily forgotten by any of the participants. (JLN) ■

EDUCATING CHILDREN OF MIGRANT WORKERS

Children of migrant workers in North Carolina will no longer be strangers to the communities where their parents are working. The Uniform Migrant Transfer System is making all educational data, and other critical data, available to any school within 24 hours. The information is stored in a computer in Little Rock, Ark., which is connected to teletype terminals in each of the 48 cooperating states. North Carolina's teletype terminal, located at the Migrant Education Center at Grifton, began operation in April.

Using this computerized system, a school official may contact the teletype terminal operator by telephone and request information on a migrant child by name and number. The critical data on the child, including his birthdate, birthplace, current reading and mathematics levels, and any chronic or critical health condition, will be supplied to the school official by the teletype operator within four hours. The child's complete record then will be mailed to the school on the same day, provided that the child has been enrolled previously in a migrant education project. If the child has never been enrolled, the computer will use data supplied by the terminal operator to initiate a new record for the child. In this way, a child carries his history with him so that efforts to help him are not duplicated and programs can be planned for him.

This year approximately 3,000 children will be enrolled in summer migrant programs in 24 school administrative units, primarily in eastern North Carolina. This year's figure marks an increase of 500 children with 5 new school units participating – Columbus, Pitt, Nash, and Pender Counties and Whiteville. Almost $600,000 of the $1,081,000 the North Carolina Department of Public Instruction has received this year to provide educational services to migrant children will be spent for summer programs. North Carolina also operates 14 programs throughout the year in conjunction with the regular school term.

In addition to obvious academic needs, children in the migrant education programs are given medical and dental care and instruction in health and personal hygiene. In some instances they are provided with clothing, which they frequently select themselves, and with meals and snacks to give them badly needed nutrition. The children eligible for these programs are school-age children, between the ages of 5 and 21, of migratory agricultural workers who have moved with their families from one school district to another in order that the parent, or other members of the immediate family, might secure employment in agriculture or in related food processing activities.

There will be an extensive staff development conference for all migrant staff in June. Tentative plans call for a week-long conference with an estimated 250 participants, including all personnel involved in the migrant education program: administrators, supervisors, nurses, teachers, teachers aides, etc. Many conference leaders will be outstanding individuals from the various local school units, and resource personnel from the State Migrant Education Section, the Program Services Division, and the Research Division of the Department of Public Instruction, in addition to LINC (Learning Institute of North Carolina) staff who will be on hand to serve in an advisory capacity. The purpose of the conference will be to give assistance on how to teach migrant children through new methods and techniques and how to secure and use all available resources to strengthen the migrant education program. ■

SCHOOL LIBRARIES ARE FOR PEOPLE— NOT BOOKS

Going, going, and in many cases *gone* are the days when school libraries were stony mausoleums dedicated to the overprotection of buckram, pulp products, and printer's ink. Vanishing, too, is the traditional little old librarian who suffered from chronic whisperitis and frustrating levels of bibliomania.

Trends now followed by outstanding school libraries make them as inviting on a free afternoon as the golf course or the sale of the week. And librarians are working at luring former non-patrons in so that they, too, can get in on the new, as well as traditional, offerings.

Rural Lenoir County's elementary school libraries are a prime example of those welcome innovations. They were, in fact, recently recognized as one of six school systems in the nation which have shown the greatest growth and progress toward good elementary school library service. Encyclopedia Britannica conducted the awards program with the advisory assistance of the American Association of School Librarians.

The Lenoir County school libraries operate on a non-yielding philosophy: *Libraries Are for People – Not Books!* Because of progressive circulation policies, school children in Lenoir County get on their school buses with some interesting parcels. Along with the book sacks are art prints, sculptures, encyclopedias, and filmstrip viewers – all circulated by the school libraries, or media centers. *Please Don't Touch* signs simply don't exist in these centers.

Only five years ago, the far-from-affluent county school system launched a major campaign for school media centers that would (1) accommodate local needs and (2) fulfill national standards as soon as possible. As long as a decade ago, however, when the library collections were still "all books," the people-oriented philosophy was in operation: even the encyclopedias were available for circulation. And for several years now, the children have not been charged overdue fines for the library goodies they forget to bring back on time.

Mrs. Edith Wiley, library supervisor, sums up Lenoir County activities this way. "In 1962, when I left one of the schools to study for a graduate degree in library science, each of the county schools had a full-time librarian. And in North Carolina then, that was the exception rather than the rule. In 1965, we applied for an ESEA (Elementary and Secondary Education Act) Title II grant for a demonstration library at Pink Hill Elementary School. Title II funds are for library instructional materials, and one required part of the application process was that such a project would have solid endorsement from the superintendent. We have been most fortunate to have the constant support of Henry H. Bullock, as well as the County Board of Education, the County Commissioners, and several other groups and individuals.

"In March 1966, the grant was

continued

awarded to Pink Hill Elementary School, along with nine other schools in the State. The selection of this small rural school as one of the first ten Demonstration School Library Projects in the State gave impetus to the need for expanded library programs and better library facilities in our county. We have renovated at least one elementary school library each year since then, and the last one has just recently been completed."

Because county school maintenance teams do all of the media center renovations, redesigning the Pink Hill library into a media center – with every item on open shelving and readily accessible to the elementary students – cost less than $3,000. That project generated more, not only in Lenoir County, but in other areas as well, and visitors have included in-State, out-of-State, and foreign librarians, teachers, principals, school administrators, boards of education, and lay people.

At first glance, one of those Pink Hill visitors couldn't help but notice a model of Myron's *The Discus Thrower*, a framed print of Van Gogh's *Sunflowers*, various kinds of filmstrip viewers including a new audio cassette model, projection screens hanging in several places so as to avoid sunlight problems, and a production room with laminating machines and other materials and equipment waiting for students and others to use when making transparencies – all that in addition to the books one would expect, a North Carolina collection among them.

When students enter the Pink Hill media center and start fiddling with the check-out cards, a visitor might anxiously nod to the librarian, Mrs. Shirley Ledford, or her aide, Mrs. Thelma Worthington, who worked there even before special aide salaries came into existence. Anticipating the visitor's concern, one of them would explain that "there's so much going on in here that the students learn to do a little of the work. They have been taught how to check out and in the items they use, and they do it independently. They also operate all the equipment here by themselves, even the first graders, unless they need our help. We have had no problems, really, and business is better than ever. We try to make it as easy as possible to use any type of media. One thing we do that encourages the use of slides is to have the sequences all ready to go in carousel trays. That way the slides are

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continued

easier to use, and it also cuts down on the handling and misplacing of the slides."

How have the children taken to all this? The simple fact that they are regularly using the instructional materials says about as much as needs to be said. While one small group is watching an elementary-level sound filmstrip version of "Chanticleer and the Fox" adapted from Chaucer's *The Canterbury Tales*, another is getting ready to use the new cassette sound filmstrip viewer. A granny-skirted girl is doing some research while a boy sitting at a carrel shows himself an 8mm film.

Every item at Pink Hill is recorded in the unified card catalog, and that includes the pictures, sculptures, and so forth. Attached to each item is a circulation card identifying its title and the other usual information.

One first-grade boy, according to Mrs. Wiley, was giving Rodin's *The Thinker* the once-over one day when she was in the Pink Hill media center. She went over to discuss the model with the six-year-old investigator. By the time she approached him, the little boy was imitating the elbow-on-knee posture of *The Thinker* and laughing to himself. Mrs. Wiley showed him the card with the sculptor's name and the title he had assigned his work of art, and she waited for a reaction. When the little media center patron broke into gales of laughter, Mrs. Wiley asked what made him laugh all of a sudden. He replied, "It's that naked man. He's just so *funny*!"

That called for a mini-course in art appreciation, the necessary anatomy included. As Mrs. Wiley illustrated how skillfully Rodin had molded the shoulder muscles and elbows and knees, the little boy tested the form for himself, grading Rodin as "pretty smart." When the session appeared to have satisfied his curiosity, Mrs. Wiley asked whether the man would look so funny next time. The little boy replied nonchalantly, "No, I guess not," and went on about his media center business.

In existence only five years, the Pink Hill Elementary School media center is the oldest modernized unit in the system and therefore has added significantly to its collection. Some subjects of interest to the children can be studied through two or more types of media available to them. Ballet dancers are one subject that appeals to the girls. Pink Hill has not only books about prima ballerinas but also art prints and a white statue of Bernhard's *Ballerina*. Other subjects have been treated different ways in the same medium. Pink Hill has several different models of "hands" sculptures for students to ponder, touch, and compare. The interests of the elementary athletes are reached through the model of *The Discus Thrower*, as well as through books about sports heroes.

Teachers and administrators at Pink Hill use all the facilities of the school's media center. In addition, there is a living room-type anteroom that functions as a professional media center. There educators can browse through professional materials.

Another renovated school media center, which opened just a few weeks ago, is located in Lenoir's Southwood Elementary School. In comparison to the school's previous library, its physical facilities appear to be modern-plus. Southwood, an old school like Pink Hill, had one of those dark, dismal auditoriums so familiar in older school buildings.

Principal Vaughn Fowler explains that "the auditorium floor was literally cut loose from the sides of the room and raised manually to make a level media center floor. We raised the windows three feet, sealed some doors, and cut holes for others." Double glass doors make the media center immediately visible and inviting to school visitors as they go through the main entrance to the building.

Southwood's media center is indeed a color showplace. Librarian Mrs. Carol Simmons points out that the burnished red carpeting that extends all the way down the room, including the stage area, was selected by a survey of opinions within the school. "When the decision came down to a dead heat between this color and one other," she explains, "we let some boys who were at school that summer day cast the final ballot. They voted for the red-dish-orange."

Only two weeks after its opening, Southwood's media center was prepared to serve the students, at least to a degree. Electrical outlets were in place so that they could go ahead and use the instructional equipment. Several outlets, incidentally, serve viewer screens situated at the front of the stage section. When the children use the screens, they sit either on the adjacent carpeted step that remains from the floor leveling job, or at nearby tables. Many choose the step.

Among other instructional media all ready for use then were a mechanical solar system model complete with planetary revolutions, and a take-apart-and-put-back-together-again man model. Those items are stationed on the stage level, which eventually will also have specially made listening-viewing carrels designed for elementary-sized users.

Library aide Mrs. Jean Waller sometimes holds story sessions from a recessed "story well" near the stage for a group of cerebral palsy and other handicapped boys and girls. The children "park" in a semi-circle around Mrs. Waller, who faces them from her position in the story well.

Fowler is delighted with the numerous service capacities the Southwood media program offers. For example, when a well-known local speaker visited one teacher's class recently, the media center's videotape equipment was used to record the session so that other teachers and students could watch it later. Also, the physical and aesthetic design of the media center has provided an ideal setting for school assembly programs. Referring to a combined accordian and poetry, performance given for some 300 first, second, and third graders, Fowler says, "The children huddled close to the stage area, sitting not only at the tables but also on the carpeted floor and stage steps. The intimacy that was established with the performer was better than we've ever seen before."

Besides the renovations at Pink Hill and Southwood, three other elementary schools have created modern media centers in old vocational agriculture shops left empty because of school consolidation.

That Title II Demonstration School Library Project at Pink Hill, which gave impetus to Lenoir County's media programs, was just a beginning. It provided funds for new materials, but not for remodeling. How has the major part of the ambitious undertaking (that is, to have an effective media program in *every* school) come about? It seems that everybody interested, from the Superintendent to the Board of Education members to the principals, teachers, aides, and students, has actively gone about drumming up local support from the media center budget.

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continued

Public relations techniques used by the proponents have worked well. Through various "show and tell" presentations made to area clubs and other audiences, the Lenoir County schools have informed the local communities how their facilities, materials, and equipment compare with national standards for school media programs.

Says Mrs. Wiley, "We outline for these groups our *strengths*, which include a certified librarian and a library assistant in every school. We illustrate how the media center programs allow and encourage parents, teachers, students, and others to have access to media for both school and home use."

She points out, too, the advantage of the unit-level maintenance and repair center, which keeps the many pieces of equipment operative, as well as delivering items not permanently assigned to any particular school. Interested groups are shown the physical facilities: they see functional improvements that have been made. And they see the school learning laboratories with their programmed reading and math materials. It is hoped that the learning labs can be physically incorporated into the media center section of each school, she notes.

Referring to Mrs. Wiley, Superintendent Bullock adds, "Another of our strengths is our highly qualified library supervisor. She was a classroom teacher, but because of her interest in school media, went back to school for graduate study and returned to lead our media center work."

"In these Lenoir County communities," Mrs. Wiley continues, "we've opened the media center doors to people who otherwise have no direct connection with the schools, and stated our case. The excitement of it all seems to have ignited everyone so much that when we detail our media center weaknesses, the budget sometimes gets a new boost. So many concerned groups and individuals want our media centers to *surpass* the national standards because of the contributions that our media programs are making to *people*."

As mentioned earlier, the local effort included the school unit maintenance workers who did the renovating; locally made bags designed to accommodate the circulation of art prints and other large media; and a "please use them" invitation to area organizations in search of appropriate meeting places, as well as books, statuary, prints, and other media. Finally, the centers are even thrown open for six weeks during the summer vacation period.

Mrs. Judith Garitano, chief field services consultant for SDPI's Division of Educational Media, notes that determination and creativeness in rural Lenoir County have accomplished what many people would not have even attempted. "Without that kind of approach," she says, "strong media center programs would still be a vision for the far-off future because of the lack of public funds to build new facilities. The personnel there have gotten the most mileage possible out of the dollars available, and have shown that good programs can be had in unlikely environments. They have made significant strides in school media center services and continue to contribute significantly to the total instructional program."

Mrs. Wiley confesses, "We have had some broken projector bulbs, torn art prints, broken disc recordings, tapes spliced with Scotch tape – the gamut of accidents any good normal use of equipment and materials will experience – but not enough of this to warrant not allowing these learners to make free use of materials. We simply do not view a library, or media center, as a museum for storing materials. We were delighted to be among the six Encyclopedia Britannica Awards finalists; that kind of distinction, however, won't slow down the work here.

"Our school libraries are for people – and people never run out of ways to challenge the media center services to keep getting better." (JLN) ■

Learning Won't Stop for Pregnant Schoolgirls

According to public school law, all North Carolina school children between the ages of 7 and 16 are required to have an appropriate educational experience.

The State Board of Education recognizes the need for increased and constructive concern for school age pregnant girls to have the opportunity for continuing education.

Therefore, the State Board of Education directs the State Department of Public Instruction, working with local school units, to provide appropriate educational services for pregnant school girls.

State Board of Education Action, February 4, 1971

At the February 4 meeting of the State Board of Education, the Board put on record a new policy regarding the continuing education of school-aged pregnant girls. The policy statement directed the State Department of Public Instruction, working with local school units, to provide appropriate educational services for such students. The Board's action followed a report presented by Mrs. Catherine Cooke, consultant in SDPI's Division of Exceptional Children.

In her report on pregnant school girls in North Carolina, Mrs. Cooke cited the following commonly held fallacies and the facts that defy them:

Fallacy: The population of pregnant teenagers is small.
Fact: Each year in North Carolina, there are approximately 21,000 births to teenaged mothers – that's 1 every 24 minutes.
Fallacy: Most of the teenaged mothers are unwed.
Fact: Some 72 percent of the children are legitimate at birth.
Fallacy: Most of the girls are of a minority race.
Fact: In 1968, 11,815 of such mothers were white, while 9,232 were non-white.
Fallacy: Most of the pregnancies are to sexually promiscuous girls.
Fact: Teenage pregnancies are not the result of any so-called "new morality." The *rate* of illegitimacy has not increased in the past decade. Mostly, girls become pregnant for the same reasons they did 20 years ago: ignorance, confusion, and inexperience.

Traditionally, local school units have dealt with the matter of pregnant students according to their own discretion. "Many principals and other administrators," Mrs. Cooke explains, "have found it convenient simply to follow precedents and have not developed long-range planning. Too many of those precedents have been the old 'show and go' rule. They ask the girls to drop out of school, and say, 'Come back when you don't have any more problems.' "

Until now, local policies have varied widely from city to city, county to county. Recent studies showed that some school systems had written policies, and some did not. Schools that required withdrawal of pregnant students did it at different stages of pregnancy: some upon discovery, others at the end of a specified month. "At a reasonable time" and "as directed by the principal" were written into some local policy statements. Married pregnant girls and unwed mothers-to-be were treated differently in some areas.

"The provisions whereby the girls, after delivery, might return to school to continue their studies were just as varied from school unit to school unit," Mrs. Cooke notes. "Some had 'no stated provisions.' Of 37 local educational agencies in North Carolina queried in a 1969 survey, five allowed return the following year; three, when the child was two months old; one, at three months; two, at six weeks; one, after two semesters. One had no restriction on return date, and seven stipulated other provisions."

The State Board of Education's February recommendation recognizes that there is no one solution for all areas or for all girls.

"What might be an appropriate educational experience for one girl," said Mrs. Cooke, "might be totally inappropriate for another, and this is one determination that must be made on an individual basis. Some of our community colleges and technical institutes have already set up special programs for such girls, but they usually are limited to the older students. What then for the 12-year-old girl? North Carolina has several fine 'special schools' for teenaged expectant mothers, but some of them are quite expensive. Staying in regular school is another alternative that works quite well in some cases, but not at all in others."

Mrs. Cooke further explained that during her research, she recognized something of a stumbling block that hinders discussion of what to do, educationally, for pregnant teenagers. She concluded, "The topic of education of pregnant school girls is unique in that we are often expected to adopt an *attitude* toward the girls – both personal and professional. By tradition, one of the socially reinforced responses has been the disapproving frown, lest anyone get the mistaken impression that the conduct leading to pregnancy is approved or condoned. Another common response is a smile at the suggested reference to sex."

Attitudes nearly always influence suggested solutions to the continuing education plans for such girls, she says. The Atlanta

Adolescent Pregnancy Program (affiliated with the Emory University School of Medicine), for example, found that the following justifications for withdrawing mature pregnant girls from regular schools (reasons also popularly given in North Carolina) were illogical and ill-founded:

1. Some administrators and others say the girls should be out of school *for their own protection.* Grounds for that claim are that other students would be cruel and unkind to them. But the other students often know about the pregnancy months before the administrator discovers it, making it unlikely that any mistreatment could have remained unreported for so long a time.
2. Some say the girls should not be in regular school *for their medical protection.* They cite step-climbing, book-carrying, and full academic loads as dangerous to the girls' health. Those spokesmen, however, don't worry about the steps, books, and heavy schedules in maternity schools.
3. Some see regular school retention of the girls as an act of *approving* of pregnancy in its young students. Others go so far as to say it *rewards* pregnant girls by permitting them to stay in school. Yet in no other circumstance is school retention interpreted as reward for student behavior.
4. Some object on the grounds that *faculty members* (also members of the community) would not accept such a policy. The Atlanta Adolescent Pregnancy Program (AAPP) has experienced bell-shaped curve reaction to its program, showing that the great majority of faculty members have no strong feelings.
5. The suggestion that special schools for pregnant students can have smaller classes and more individualized care, and thus provide a *better education*, is another argument against the regular schools' keeping the girls. The AAPP's contention is that one should not have to become pregnant to get a better education.

No single method of continuing education, according to Mrs. Cooke, is appropriate for all pregnant teenagers. "One case I received a letter about recently," she explains, "was a straight A student who, finally, was permitted to return to school after her minister threatened to argue against the school's punitive rules in public. This 15-year-old was quite mature, made up her mind to continue aiming for a college education, didn't appear to be upsetting anybody or anything except the long-established rule book, and in the end missed only 21 days of school. In her case, I would say, staying in the regular public schools was the appropriate method of continuing her high school education.

"But take a seventh grader," she continues. "The most essential and appropriate thing for her may not be reading and math but some kind of medical attention. The State's schools are moving in the direction of agency cooperation now (health, education, and social services, for example) to help find the best overall arrangement for education of pregnant girls. Agencies don't tend to favor coordination, but so many of the girls need not only schooling: they need health care and personal counseling as well.

"Twelve-year-olds may find pregnancy in one of their peers hard to accept, so a special school may be better for a sixth or seventh grade girl. Also, there are some girls who regard the pregnancy as proof of their own identity. It may represent the first 'success' they've had. They haven't been successful in school and have gone unnoticed at home. When they find themselves about to be mothers, they are likely to say, 'Look at me! Now I will have something that belongs to me.' The counseling available in a special school would be more desirable than going back into the mainstream of failure for these girls."

Girls who have gone to maternity schools generally think that's the best solution, Mrs. Cooke adds. "Hometown attitudes in certain communities toward a girl in this kind of trouble," she explains, "can be more harmful than what she's going to lose in the way of educational services if she leaves the regular schools.

"We have to concern ourselves with attitude, but it so often gets in the way. What really distresses me is that the concentration of attitude is focused more on premarital sex than on helping the girl – and the baby! A mature girl, after the initial shock of discovering her pregnancy, can rise to the situation and decide, 'Well, I am going to become a mother, and I might as well make the best of it, not the worst.' But if people are going to insist that she continue to suffer, an alternative should be considered."

Some special classes are now in operation in North Carolina. The Durham Cooperative School for Pregnant Girls, for example, is a demonstration project funded by Title III of the Elementary and Secondary Education Act. The school employs, on a full-time basis, two directors, a social worker, and a public health nurse, as well as several teachers. There are several part-time professional employees and consultants. Basic academic subjects, along with business education and a special home economics course, are offered. The girls who go there operate the Mother Hubbard Shop, where they sell (and buy, if they wish) baby clothes and other items they make in their sewing classes.

Among the community college programs available is one in Wayne County. Wayne Community College provides continuing education to pregnant school girls 16 years of age and older. Goldsboro City and Wayne County public schools provide textbooks and the services of the high school guidance counselor. The program enrolls about 50 girls each year, but lists as its biggest problem the lack of needed provisions for those under 16.

In Greensboro, a Young Adult School operates at Dudley High School, part of the regular city school unit. The classes are held after regular school hours, and special courses in child care are available. The Young Adult School employs regular teachers, is locally funded, and serves 100 to 120 students with special needs each year.

The number of regular public schools that permit pregnant students to stay in school is growing slowly. Kings Mountain, a rural community, has adopted a policy openly encouraging the girls to stay in school and to return as soon as possible after delivery. Several other Tar Heel school systems have the same withdrawal time for pregnant students as for pregnant teachers.

The State Board's recent policy statement recognizes that pregnant school girls do not fit into any of the defined categories of exceptional children who, according to State law, are *not* entitled to attend public schools.

"Now it remains the responsibility," Mrs. Cooke concludes, "of superintendents, principals, teachers, State Department of Public Instruction personnel, and thousands of other North Carolinians who *do* have the advantage of their formal education and experience to provide appropriate educational services for this far-from-small student population." (JLN) ■

HIGHLIGHTS of the NORTH CAROLINA PUBLIC SCHOOL SURVEY

The annual fall survey is concerned with two vitally important phases of school operation – personnel and facilities. All information contained in this study is based on conditions existing at the end of the first month of the 1970-71 school year as reported by the 152 local administrative unit superintendents.

Enrollment:

1,184,688 pupils enrolled, a decrease of 6,888 over the first school month of 1969-70.

Professional Personnel:

- 54,648 teachers, supervisors, and principals employed, an increase of 241 over the preceding year.
- 13,869 men employed (25.4 percent of total), an increase of 429 men.
- 127 vacancies at the end of the first month, 3 fewer than one year ago.
- 4,201 professional personnel without prior experience (7.7 percent of total).
- 1,290 former teachers returning to profession (2.4 percent of total).
- 52,767 professional personnel holding either Class "A" or Graduate certificate (96.6 percent of total), an increase of 1,070 over last year.
- 743 teaching out-of-certificate field (1.4 percent of total), an increase of 65.
- 3,338 teachers, supervisors, and principals paid entirely from local funds (6.1 percent of total).
- 66.1 percent of professional personnel receiving local salary supplement, 861 more than one year ago.

Facilities:

- 1,516 new classrooms made available in 1969-70.
- 1,005 obsolete and inadequate classrooms abandoned last year.
- 1,200 new classrooms scheduled for completion in 1970-71.
- 7,035 additional classrooms needed now to take care of excess enrollment currently housed in non-publicly owned buildings, in improvised quarters in public school buildings, in temporary facilities, in overcrowded classrooms, and to provide facilities necessary to permit desirable and educationally sound reorganization of school units.
- 112,655 pupils housed in temporary and inadequate facilities (9.5 percent of total).

N.C. Advancement School Changes Research Program

After several years as a residential school, working with the problem of underachievement in selected Tar Heel pupils, the North Carolina Advancement School is changing to a day school program. The staff and board of governors of the school, which is experimental and research-oriented, see a need to more closely simulate the typical public school setting and to implement research findings under these conditions.

All but a few of the Advancement School's students have lived at the Winston-Salem campus, with the pressures of home, peer group, and school removed from their environment. The school reports that pre- and post-test comparisons, as well as follow-up studies, show positive changes in most of the students.

Dr. John Bridgman, NCAS director, notes that the change to a non-residential program is at present a temporary measure, and that the time, money, and energies saved during the one-year conversion will be spent in several other areas of the school's work.

The fall term of 1971-72 will find 60 sixth-grade boys enrolled as day students. They will receive the same basic academic program as that formerly provided for residential students. Researchers will compare the results achieved by the two groups.

SCHOOLS ARE BIG BUSINESS

Public schools are big business. The total expenditure for North Carolina's public schools during the 1969-70 school year was $649,647,175.35.

The figure comes from a report, *Current Expenditures by Source of Funds, 1969-70,* released recently by A. C. Davis, controller for the State Board of Education. The statistics show that 69.7 percent of the funds – $453,045,161.15 – was provided by the State. Some 12.8 percent came from Federal sources, and the remaining 17.5 percent was provided by local revenue.

The average per pupil expenditure for the State – the average amount spent on each school child – was $588.29. Of that amount, $410.26 came from State funds, $75.08 from the Federal government, and $102.95 from local sources.

Comparing the percentage of State, Federal, or local expenditures in individual school systems, State funds spent ranged from a high of 86.2 percent in Alexander County to a low of 56.0 percent in Hendersonville City Schools. Federal sources ranged from a high of 30.3 percent in Maxton City Schools to a low of 4.0 percent in Caldwell County. The high for local funds spent was 35.7 percent in Mecklenburg County; the low was 3.2 percent in Graham County.

Comparing data reaching back to the 1966-67 school year it can be seen that per pupil expenditures are rising, primarily through additional State and local expenditures. Some $292.18 per pupil in State funds was expended in 1966-67, while the figure had risen to $410.26 by 1969-70. Local funds spent per child in 1966-67 was $68.45. By 1969-70 that figure had risen to $102.95.

Federal expenditures, on the other hand, rose very little. The Federal average per child in 1966-67 was $65.66 as compared to $75.08 in 1969-70. The percentage of Federal funds included in the total expenditure per child dropped, however, as additional State and local monies were added. The percentage of Federal funds spent on each child in 1966-67 was 15.4. By 1969-70 that percentage had dropped to 12.8.

The percentage of State funds remained steady, rising from 68.5 percent in 1966-67 to 69.7 percent in 1969-70. The greatest gain in percentage of the total funds spent was in local funds: this figure rose from 16.1 percent in 1966-67 to 17.5 percent in 1969-70.

UNC Schedules Institute for Principals

For three weeks during July, the University of North Carolina at Chapel Hill will offer a leadership institute for principals. Current social issues, changes in in-service education patterns, differentiated teaching roles, emerging concepts in educational administration and school organization, and the expanding area of occupational education will be examined in an attempt to understand their long-range impact on the State's schools.

Director Zane E. Eargle, (an associate professor of education at UNC), other School of Education staff members, and various resource persons will be available for personal conferences and consultation.

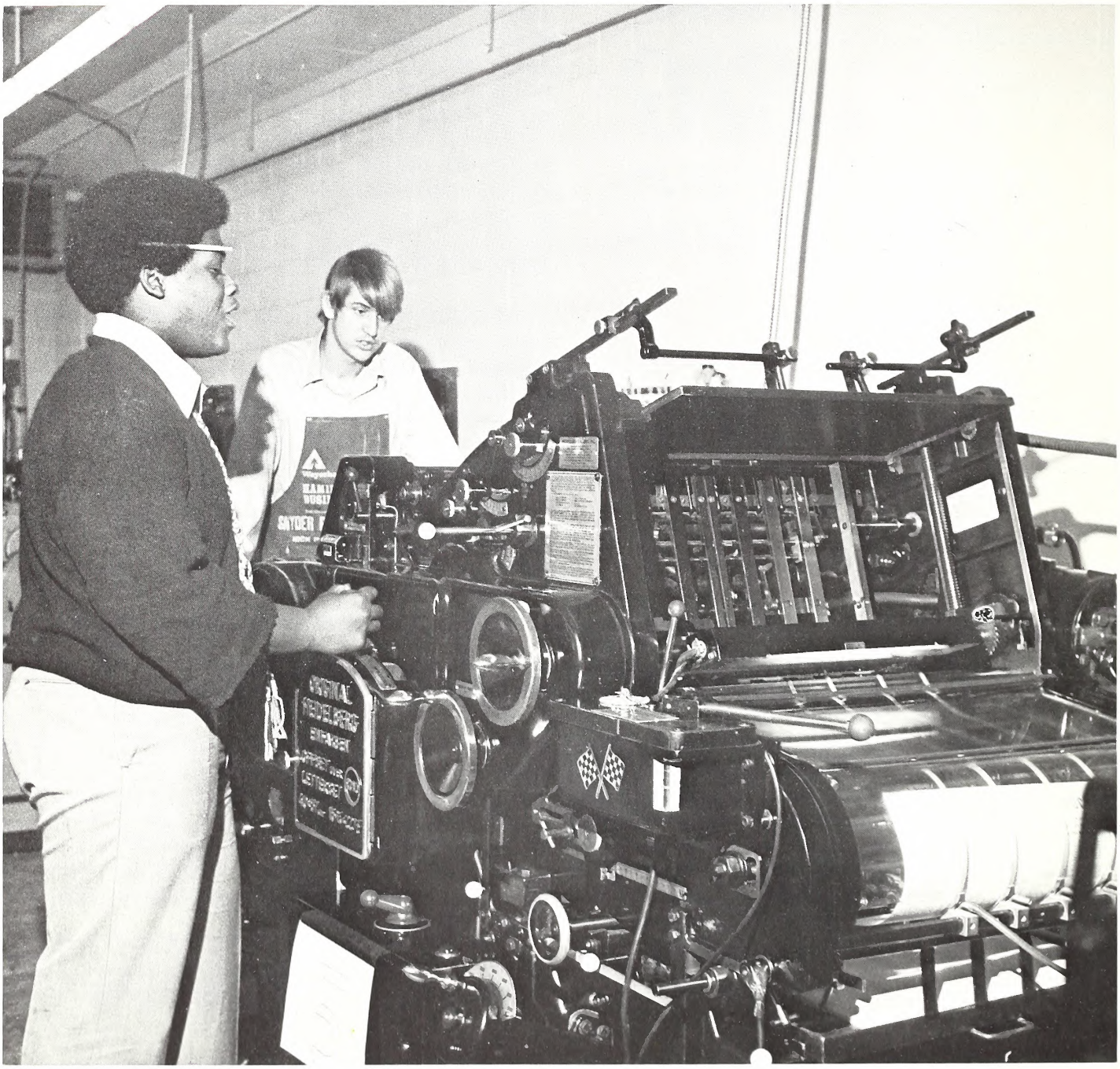
Enrollment is limited to persons who hold a principal's certificate and have two years of experience as a school principal.

The leadership institute will run from July 12 through July 30. The academic day for participants will be 9 a.m. to 3:30 p.m. weekdays except Fridays, when there will be no afternoon classes. Tuition and fees for North Carolina residents will be $66.50, which boards of education may choose to pay. Non-residents will pay $211.50.

For further information, write to Dr. Zane E. Eargle, 118 Peabody Hall, School of Education, University of North Carolina, Chapel Hill 27514, or telephone him at (919) 933-2320.

GRAPHIC ARTS TAUGHT IN LEXINGTON

Bobby Pope, Director / Occupational Education / Lexington Senior High School



Visitors at a recent open house at Lexington High School got a good look at a print shop in operation. In this instance some of their own children were designing the materials, setting the type, running the press, and assembling the finished product. As they produced an issue of *Focus*, Lexington's school staff newsletter, the students demonstrated what they were learning in their courses in the Graphics and Industrial Communications Department.

Planning for this program was begun in early 1968, and now it is a full three-year program for high school students. "We have the faculty, the equipment, and the instructor," says Clinton LeGette, principal of Lexington Senior High School, "to make graphic arts come alive for our young people. They sense the pride we have in this new program and have responded overwhelmingly."

Before the graphic arts program got its start, it had been difficult for Lexington's Industrial Cooperative Training Program to place students in the printing occupations because they lacked the necessary job skills and technical knowledge. Many local printers thought it was too expensive to train high school students in their shops, even though they continuously experienced difficulty in hiring qualified printers.

One local printer, Carroll Medlin, realizing the need for experienced printers in his business, cooperated with the local high school in training students enrolled in Industrial Cooperative Training. When he no longer needed experienced printers, he continued to train local I.C.T. students in printing.

As a young man, Medlin had experienced difficulty in getting printing training. He realized that the printing trade needed trained people and that *someone* had to do the training. When he began to consider disposing of his own printing shop, Medlin was asked if he would be interested in serving as an instructor in the graphic arts at Lexington High School. Several months later he said that not only was he interested in teaching, but he would be willing to use his own equipment, valued at $20,000, for instruction. When Superintendent R. Jack Davis became convinced that Medlin was willing to make the sacrifices and adjustments necessary in implementing the program, plans to add graphic arts to the curriculum advanced rapidly.

Medlin had been in the printing business for 12 years. He started out as a printer's helper in 1957, then became a foreman, and finally bought his own printing shop. Adept in offset and letter press printing and all phases of graphic arts, he had convinced several large New York-based businesses that he could produce their work – quicker, with better quality, and cheaper – in Lexington, N. C., than they could get the work done in New York, and he got their jobs.

During the program's first year of operation it was necessary to use an off-campus building. Robbins Elementary School, an 88-year-old structure closed during the reorganization of the Lexington City Schools at the end of the 1969 school year, was pressed into service again. The lunchroom building, constructed in 1957, was rewired and put back into use. The graphic program had found a home! It was across town from the Senior High School, but the students were bussed regularly to and from the building. Despite the facility's being off campus, the new courses got off to a good start.

Because of the program's success and the unusual interest the students expressed, the administration and Board of Education saw the need for, and provided the necessary leadership in building, a modern, air-conditioned facility for the graphic arts program. The $48,000 structure was dedicated on February 7, 1971.

At present, the Graphics and Industrial Communications Department furnishes all the printing needs of the Lexington City School System, printing such publications as *Focus*, *Spotlight On Lexington*, teacher recruitment brochures, teacher handbooks, teacher desk calendars, and school board policy booklets. All these printing jobs provide practical experience for the students involved in the classes. Tedious work, such as the certificates of merit that the Board of Education presents to outstanding citizens and organizations, is beautifully done by the class members. Other publications include the system-wide audiovisual catalogue, the newly published curriculum bulletin, and many posters and announcements as well as publications for Lexington Senior High School, including the school newspaper, *Lex-Hi-Pep*, and the literary magazine, *Lex-Hi-Lit*.

Medlin's interest in placing students in the printing industry throughout the Piedmont area has taken him to many printing shops in North Carolina cities and towns. And printers have taken a keen interest in the Graphic Arts Department and have come to view the project.

Local printers in the Lexington area also take pride in the program. Charles V. Sink, former mayor of Lexington and owner of Fred O. Sink Printing House, says that printing shops in the area are pleased with the results of the first class and look forward to having future students as they emerge from the program.

The State Department of Public Instruction has chosen Lexington Senior High School as the site for its 1971 Annual In-Service Training Clinic for Graphics and Industrial Communications Teachers. The size of Lexington's facility and the amount of the equipment is one indicator of the quality program. The building contains 1,890 square feet of floor space, including a modern classroom area. The printing equipment, valued at $34,000, consists of a KOR Heidelberg press, a 1250 multilith press, two Heidelberg letter presses, a plate burner, and three light tables within the composing department. The photography laboratory has the latest photographic equipment, including a processing camera and darkroom and photo-laboratory facilities.

Dr. Lacy H. Caple, chairman of the Board of Education, says that the graphic arts program has made its impact on the intermediate and middle school programs, where it has already become a part of the Lexington's Middle Grades Occupational Exploration Project.

But the real test is the students. They *are* entering the printing field. Former students are presently working in printing occupations at Fred O. Sink Printing House, Techniques, Print-Craft, and Hoerner-Waldorf Industries in Lexington. Two graduates are continuing their education in graphic arts at Chowan College, and three seniors in the present program plan to continue their studies at Forsyth Technical Institute next year. ■

a new look
FOR PRE-SERVICE AND IN-SERVICE TRAINING

"If I had done my teacher internship in a traditional setting, I don't think I would have been as aware of the importance of individualizing instruction." Mrs. Joan Womble, a student at St. Andrews Presbyterian College in Laurinburg, was talking about her summer teaching experience following her junior year as an education major.

Student teaching in the summer? Several students agreed it was the best training they could have had for the classroom. "Besides getting a taste of the classroom before our senior year," Joan continued, "we were not considered *student* teachers, but members of a team with as much status as any other teacher, as far as the children were concerned. Just considering us teacher interns, instead of student teachers, made our job much easier."

The post-junior year teaching experience was originally the idea of Dr. John P. Daughtrey, director of teacher education at St. Andrews. In 1964, Dr. Daughtrey began trying to find public school systems that might be interested in setting up such a program. Moore and Carteret Counties soon came through with an ESEA Title III proposal requesting funds to start a cooperative program for training -- not only teacher interns, but also veteran teachers and teacher aides. The resulting project, known as *Co-op STEP* (Cooperative Services for Teacher Education Projects), soon began to influence both the public schools and the teacher training institutions involved.

The summer teaching. experience, which began the first year of the project, was not only pre-service training for college students, but also in-service training for teachers in the Moore and Carteret school systems. Superintendents and teachers alike in these two school systems began to see the need of moving toward more individualized instruction and team teaching.

Each eight-week summer lab began with group planning on the part of the teachers. Joan Womble's group decided to set up eight "learning centers" in the classrooms for reading, writing, language arts, math, life (social sciences, science, and health), art, music, and "surprise." A folder was provided for each child at each learning center, and the needs, interests, ability, and rate of work for each child were determined. Teachers then prepared "activity sheets" at all learning centers for each child's work during the day. Small and large group instruction was also included in the day's learning activities, specifically the first 15 minutes of each day, which were devoted to a discussion in human values. As each child completed his day's work in a "learning center," he let a teacher check it for him, and moved on to another "center."

Mrs. A. C. Trivette, project director, suggests that letting the teachers use their creativity in planning the entire summer program, and letting teacher interns and veteran teachers work together, sparked enthusiasm in both groups. When the teachers returned to their respective positions in the fall, that enthusiasm did not wane; it spread throughout both school systems.

During the three years of the summer school training, Co-op STEP arranged for 143 teacher interns to teach in schools in Moore and Carteret Counties. The students worked with 113 master teachers and teacher aides, the majority of whom have had major influence in their schools toward individualizing instruction.

The eight-week summer session is only one phase of the Co-op project. More than 2,000 hours have been devoted to workshops. In Moore County alone about 40 teachers have been given the opportunity to participate. The workshops, also held in the summer, lasted three weeks and consisted mainly of observing the summer school session and discussing the possibilities of using the new approaches in their own teaching situations. Workshop consultants gave the teachers assistance on an individual basis, showing them how to incorporate a more individualized program even in non-team teaching situations.

A third aspect of the Co-op project is what Mrs. Trivette has termed the externship. Through the project, funds are provided for veteran teachers and administrators to visit other model programs in team teaching and individualized instruction. Milton Sills, principal of Aberdeen Elementary School, has been a Co-op extern on several occasions. After teaching in a summer lab, Sills applied for and received externships to both Deluth, Minn., and Boston, Mass. With his newly acquired expertise, he served as principal of the summer lab for two years.

Externships are also taken within North Carolina. The "Lighthouse" school in Burlington has trained many

visiting teachers from Moore and Carteret Counties. The teachers, usually in groups of about 10, and several principals, are given the opportunity of observing and talking with teachers and administrators for one week. One teacher termed her externship a truly "eye-opening" experience.

One other method is used in the Co-op project to enrich the experiences of veteran teachers in the area of individualized instruction. Extension courses are easily accessible to teachers in the two Co-op counties. Teachers in Moore county may take a special course from St. Andrews on individualizing instruction taught by Dr. Daughtrey.

Perhaps the most significant question that should be asked is: "What difference has the existence of Co-op STEP made on the teachers, teacher interns and aides, administrators, and the entire school systems of Moore and Carteret Counties?" Mrs. Trivette, project director, suggests that giant strides have been made toward individualizing instruction in the two systems. She points particularly to four areas of change.

The educational philosophy of the counties has progressed, in her words, from a philosophy of "education for all" to a philosophy of "education for each." Included in this change in philosophy is the idea of the teacher as a resource person and guide to learning rather than merely a dispenser of knowledge, and the idea of differentiated staffing rather than asking all teachers to fit into the same mold and assume the same responsibilities.

Approaches to learning have changed toward individually prescribed instruction and the use of multiple media to enrich the learning experience. Teachers and administrators have realized the value of the nongraded arrangement and random activity within the same classroom. The development of Learning Activity Packages is encouraged and stimulates creativity among teachers. Flexible scheduling enhances these new approaches, while the new freedom of the classroom allows teachers time for early discovery of learning disabilities and individual capabilities.

These new methods are rapidly being integrated into the entire school systems of Moore and Carteret Counties. Eight elementary and middle schools in Carteret boast of teachers using them, while some attempt at individualization is being tried in the high school. Twenty-four elementary teachers are teaming in Moore County, and Pinecrest High School was built around the concept of individualized instruction. Other high schools are rapidly moving toward the use of these new approaches.

Another result of the Co-op project, related to the team teaching approach, is new arrangements for staff utilization and development. The teaming arrangement allows each teacher to contribute in his area of greatest interest and expertise. It relieves the unbearable burden of having to prepare the entire instructional program for a group of varying abilities. The result of master teachers, interns, and aides working together has proven quite successful in these two counties.

A number of changes in facilities have come about as a result of the training of teachers and administrators. In many traditional buildings walls have been torn down, ceilings lowered, and space modified to create the "open area environment" needed to allow an atmosphere of freedom and individuality. Other facility changes include newly designed furniture, study carrels, and the addition of multi-media learning centers.

In 1970, Moore County invested $131,000 in local funds to knock out walls, carpet floors in 57 classrooms, and convert facilities to implement the new concepts. Carteret County has spent $43,000 to convert its schools to the open space concept.

R. E. Lee, superintendent in Moore County, and T. L. Lee, superintendent in Carteret, believe that the Co-op STEP Title III project will be paying dividends to the school systems for many years to come. One of the greatest continuing assets of the project is the newly inspired enthusiasm of teachers – both new teachers entering public schools for the first time and veteran teachers.

What do principals and teachers who operate at the ground level think of Co-op STEP?

Mr. Sills is attempting to spread the new ideas to new teachers and administrators who come into the system. "Travel, freedom to try new and different ideas – anything within reason," he says, "an opportunity to train teachers in innovative methods, an opportunity to employ new teachers trained in new approaches, but above all, a change in attitudes of all teachers; these are the results of the Co-op STEP project as I see them."

Since Co-op STEP came into existence, St. Andrews has made several changes in its teacher training curriculum. The idea of teaching experience at the end of the junior year is popular among both students and faculty. All courses are leaning more toward teaching the concept of individualized instruction. A special math course has replaced a former course which combined the teaching of science and math, and a new course in media and materials has been added.

Students like Joan Womble are excited about the teaching experience they have had. And they insist that, even if they end up teaching in a self-contained setting, they will individualize their programs, perhaps one or two subjects at first, but they are convinced of the relevance of this new concept in today's schools. (LG)

NEED TAPES, films, & TRANSPARENCIES?

Where do you find hundreds of films, tape recordings, and other audio-visual items waiting for use either at no charge or at a nominal one? As teachers, guidance counselors, administrators, and other educators realize more and more the value of audio-visual aids, the sources of such materials are becoming more important these days. One such source is the State Department of Public Instruction's Production and Technical Services Section, a part of the Division of Educational Media.

Some 650 titles pertinent to instructional areas are listed in the *Audio Tape Recording Catalogue,* published by the Section. Subjects include art education; driver education; guidance education; health education; history and current events; legends, myths, and tales; literature education; mathematics education; music education; science education; and sociology, economics, and civics education.

The recordings are available in either reel-to-reel or cassette form. According to Johnny M. Shaver, chief consultant for the Production and Technical Services Section, you can order them in one of two ways. "The first way," Shaver says, "is to send in a blank tape with the name of the desired title to be duplicated. With this method, the postage and handling charges are all that have to be paid for. But if a school has no tape to send, it simply sends the title wanted. We supply the pre-recorded tape (reel-to-reel or cassette, as requested), and the orderer pays only the cost of the tape and postage. Either way, there is no charge for the duplicating service."

Among the most frequent users of the tape duplicating service this year have been music and foreign language teachers, Shaver points out. "Music appreciation teachers like to let students begin by listening to what they like," he has observed. "Then they can move on to other forms of music more easily. We have, among many other music titles, one series called *The Roots of Jazz* that they use a lot. It consists of three tapes on New Orleans jazz.

"Several of the commercial manufacturers of our State-adopted foreign language textbooks supply us with master tapes which we may duplicate on request. In fact, *all* the tape titles in the catalog are those for which reproduction rights from the manufacturers

have been granted in North Carolina. There is no other place where educators can get these materials for the cost of the tape and postage only, since there is no charge for the information recorded on them."

Operated by Audio Technician Wayne Manning, the Production and Technical Services tape duplicating equipment is capable of producing 8 dual-track, 60-minute recordings in 15 minutes on a reel-to-reel format, and four 30-minute cassettes in 7½ minutes. Shaver advises, "We like to run more than one copy of a given title at a time, when possible, of course. Time is an important factor to us, and all of our personnel have other duties. In the case of unusually popular titles, planning is essential on the part of the schools. Within one two-month period, for example, we got orders for 6,000 copies of a single title. Some of the later orderers had to wait about six months for their copies because there just wasn't time to get them all done immediately. We anticipate an expansion in both our staff and our titles and expect to continue increasing our services to the schools."

The Production and Technical Services Section is a recipient of another set of tapes with duplication rights. The United States Department of State, approximately once a month, sends recordings that fall into two categories: (1) messages on very timely subjects and (2) addresses by significant individuals. Shaver notes that these tapes have been particularly useful for social studies teachers in their contemporary history and current events lessons.

Recent acquisitions from the Department of State include a recorded message called *What Should U. S. Policy Be Toward South Africa?* Officials from the Bureau of African Affairs discuss this complex issue. Another title is *Inside Communist China,* consisting of excerpts from speeches by Secretary of State William P. Rogers and interviews with the Director and Ex-Director of Asian Communist Affairs. Also recently received is a tape on the *U. S.-Spanish Bilateral Agreement,* in which the Century Officer for Spanish Affairs explains details of the recent agreement.

Shaver and his staff try to anticipate heavy-volume needs. When the current emphasis on African studies took hold (African history will be incorporated into seventh and tenth grade history classes in 1971-72), they pulled all the relevant titles. That made them more readily accessible for immediate duplication.

Of particular interest to teachers of North Carolina history are the transparency masters available from the Production and Technical Services Section. "These have been developed in cooperation with certain subject area specialists of the Department of Public Instruction," Shaver explains. Although no new masters have been designed this year, we still have some on North Carolina government, history, and geography.

"These masters," he continues, "are printed on translucent bond paper which can be reproduced on any kind of transparency production equipment available in North Carolina schools. The school-made transparencies are then used on overhead projectors.

"As with the other services, there is no charge for the transparency masters. Copyright laws prohibit our reproducing transparency materials from commercial manufacturers; therefore, we can work only with original material supplied by the Department."

A third major service available to schools is that of the Production and Technical Services Section's 16mm film library. "Many of these films would be entertaining for high school students," Shaver laughs, "but they are intended for the in-service training of teachers. We do permit the colleges and universities to borrow them for pre-service use with prospective teachers, however."

Unlike the tape and transparency materials, which are purchased by schools, the films are circulated on a loan arrangement. The user pays only the return postage.

Linda Kimbrough, the Section's film-booking clerk, processes orders for the approximately 250 16mm titles. General subject areas covered in the *Professional In-Service Education 16mm Film Catalogue* are art education, education-administration, English education, health and physical education, instructional media (including audiovisual education, instructional television, and library science), mathematics education, modern foreign languages, music education, school planning, science education, and team teaching-primary grades.

"The films are loaned for approximately a week at the time," Shaver notes. "As a rule, we circulate around 45 different titles weekly. Availability depends on the particular title, but it's best if the schools plan their film needs well ahead of the time they want to show the films. We operate on a first-come, first-served basis, and a few of our titles are already booked up for the next 6 months. We expect to reprint the 16mm film catalog during the summer and will incorporate several new titles into it."

Another function, which indirectly serves school personnel, is the Production and Technical Services Section's advisory committee. Consisting of audiovisual specialists, technicians, administrators, and other users of audiovisual equipment in the State's schools, the committee continually evaluates the various pieces of equipment in use. Motion picture projectors, overhead projectors, record players, tape recorders, equipment stands, and screens get an annual going-over by the advisory group, which also meets annually with manufacturers' representatives. The committee's suggestions are offered to the State's Purchase and Contract Division, which carries out further testing and ultimately negotiates contracts for equipment purchases.

"We are hoping," says Shaver, "as funds become available, to offer a new service to North Carolina schools. We would like to begin duplicating ½-inch videotapes of the instructional programs that are broadcast over the University of North Carolina's television network, such as the world cultures program and the physical science series. This service, to be manned by Video Technician Clifton McKeel (who now performs video services for Departmental use), would operate like the audio tape service – for purchase rather than loan.

Shaver explains that requests for all of the available services must be issued on official purchase orders. "Because of all the bookkeeping we have to do," he points out, "we cannot accept orders from individual teachers, but they can ask the school or central office to order the materials they need." Schools that already have the tape and film catalogues mentioned earlier should refer to them, although some are still in stock for those without copies.

"We're anxious to continue helping North Carolina's educators – in the classroom, at the seminar table, or wherever – do their best," Shaver adds. "We welcome inquiries and will do *our* best to keep up with their needs." (JLN) ■

Student Involvement

The Task Force on Student Involvement has no programs to sell: it supports the activities of other student groups. Task Force members meet monthly in Raleigh: between those sessions, they don't do anything as a group. Like other high school students, they go to school.

Some of their school work, however, carries a special Council of State endorsement and is funded by special State appropriations. Task Force objectives include opening up channels of communication between students and administrators; advising the State Department of Public Instruction of current student concerns; acting as spokesmen for youth opinions and ideas to any organization requesting student participation; and defining, exploring, and proposing solutions for recurring problems in Tar Heel high schools. But all those aims meet in their prime reason for being sponsored by the State Department of Public Instruction. The group's major task, in keeping with its name, is *to involve students* . . . .

Getting students constructively involved in the educational process – outside the confines of student desks in the classroom – that's the Task Force goal. "Get 'em interested. Get 'em positive. Get 'em involved" is the way one member describes her role in relation to other North Carolina students.

The present permanent Task Force grew out of a temporary student committee that spent the summer of 1969 trying to determine the causes of student unrest in several high schools the preceding school year. The study culminated in a report to administrators on student-suggested ways to avoid student unrest in the future. Since making integration work peacefully was one of the biggest concerns, many of the recommendations had to do with fair and equal treatment of all students in classroom and extracurricular activities. Overall, the report recommended that students be given more responsibility (mainly advisory, rather than decision-making responsibility) in the affairs of schools, and that traditional barriers (racial, economic, academic, etc.) be removed so as to permit maximal student involvement in school goings-on.

That fall, arrangements were made for a permanent Student Task Force. The Council of State appropriated funds; an adult director and a student director were named; and office space was made available within the Department of Public Instruction. Two high school students from each of the State's eight educational districts were selected as Task Force members, and the group spent the rest of the academic year developing its program of student involvement, especially in education.

In September 1970, a new set of Task Force members took the reins. "The Task Force is made up entirely of high school students. I'm the only person over 20," says the group's adult director, Sarah Vernon. "Our philosophy is that students can and should be more involved in education and other parts of community life.

"We're trying to represent students all across the State. Our membership is fairly balanced – black and white, male and female, urban and rural. We don't ask about grades. There are more sophomores and juniors now than last year, but more than half of the members are seniors. There are problems with 15-year-olds because Task Force work involves a lot of travel and they can't drive.

"All 16 district representatives meet with Ken Herman (the student director) and me once a month, always on Sunday and Monday. We try to keep missed school time to a minimum. Between those monthly meetings, the whole group rarely, if ever, gets together. The 16 stay busy in their own areas, though. Their work varies, but basically they listen out for student opinions and attitudes, serve as student representatives in meetings with school officials, and assist student organizations at the local level with their projects."

Some of the more extensive local projects have resulted from large grants obtained with Task Force help. Sarah Vernon notes that the Task Force received $4,300 from the Appalachian Regional Commission, tagged for the Youth Development Plan for Western North Carolina. The money was distributed among three student-run activities. In Asheville, for example, vocational students and others are working on a project in cooperation with Urban Renewal, Model Cities, and Community Relations Department efforts. Through Project WAR (Working Apprentices for Redevelopment), the city chooses houses in need of repair; the vocational students, working under adult supervision, do the work.

Another community-level effort backed up by the Student Task Force is located at Boone. Rescue, a drug information and crisis center, has the support of the board of education and is guided by a board of directors composed of several area citizens. Drug victims call or go to the center for help with their problem. Psychologists, ministers, lawyers, and doctors lend their services to the high school and college students who maintain the center. Besides helping the Boone group find funds, the Task Force also made sure that the local participants had taken care of the necessary legal steps required for such work.

Other proposals for federally funded projects have been submitted by the Task Force on behalf of community or school organizations. Money from ESAP (the Emergency School Assistance Program) has been granted for human relations, dramatics, recreation, and tutoring activities of student

the Task Force Way

groups planning those projects. Recipient schools of ESAP grants are required to set up student advisory councils, and Task Force members have assisted in the mechanics of organizing them.

Task Force members this year conducted a workshop for New Bern teachers on the teacher's role in student-to-student relationships. Teachers' reactions to dress, drugs, and other issues were determined, and the session also pinpointed major concerns of teachers, focusing on the problem of drug abuse. They carried out a similar workshop for Caswell County teachers. By invitation, they recently returned there to do a workshop on student involvement in the schools – this time for students.

Miss Vernon is a full-time State employee. She notes that the job of Task Force adult director takes her to superintendents' and principals' offices throughout the State, as well as to numerous speaking and presentation engagements. "I try to make it a point never to travel without a high school student," she says. Usually that student will be a Task Force member from the district she is visiting. "Whenever I am speaking to a group, I turn things into a question and answer session because that seems to work best. It helps get rid of some people's misconceptions about Task Force. I also like for the students to do as much talking as possible."

Her job also attracts television appearances. During a telephone talk show recently, she cleared up at least one of those misconceptions by pointing out to a caller that "the Task Force does not undertake 'teaching' in any form. We do discuss school matters with school people, however. But we never go into a local unit without invitation from or approval by the officials."

Task Force members keep administrators, as well as student councils and similar organizations, aware of student concerns regarding curriculum, social activities (ecology clubs are on the rise), and related interests. Last year, Task Force members traveled with school accreditation teams. This year, Miss Vernon reports, they are hoping to assist more extensively in accreditation and curriculum programs.

Student Director Ken Herman is an Enloe High School (Raleigh) senior this year. He goes to the Raleigh Task Force office every day at 1:30 p.m., and works on Task Force matters until 5:30 p.m., unless they take him on the road. Ken presides as chairman of the monthly meetings. He also handles much of the correspondence to and from students. Superintendents and principals get copies of his memos and other Task Force information, which also are distributed through student councils across the State.

This year's Task Force revised the original (summer 1969) report *Student Involvement: A Bridge to Total Education.* Some sections were left essentially the same. The theme of encouraging participation in school activities by *all* students, for example, was thought to need few additions. One new part of the booklet, however, was addressed to students themselves. The Task Force strongly advises them to bring student concerns (potentially trouble-causing ones, especially) honestly and frankly out into the open with faculty and administrators. They are urged, further, to become aware of faculty and administrative problems, in addition to their own. "Communication is a 50-50 proposition," students are reminded. "At least half the responsibility must lie with the student. Your concern for their problems should promote their interest in yours."

It won't be long now before 1971-72 Task Force members will be chosen. "Unlike their predecessors," Student Director Herman explains, "they will serve 15-month terms. I started working last September with an entirely new group. This new way, two Task Force memberships will overlap during the summer, giving the new members a head start on their work."

The Task Force on Student Involvement is still a newborn in North Carolina education. Acceptance by superintendents and other school officials stretches from excellent to nil. State-level educators generally support its work, and the Task Force reports ultimately to them.

In a mimeographed handout titled "Task Force on Student Involvement: A Profile," the following philosophy appears:

> It has become increasingly apparent that students are going to be involved in what is taking place in their world today. Educators' greatest potential resource lies in taking advantage of this interest and in channeling it into responsible areas of activity. What students are saying is that they care; they want to be contributors to the educational process and not just recipients . . . . Responsibility and positive action are the keys to a successful Task Force program. Students are not indicating a desire to 'run the whole show' – they are displaying an active interest in making a greater contribution to the educational process.

Student involvement is in these days, that's for sure. North Carolina's Task Force on Student Involvement would appear to be one of the nation's leading advocates. Already it has been written up in several national publications. And it has helped other interested states set up their own similar groups.

What makes the Student Task Force different from so many negative, placard-carrying, hostile student organizations is its positive attitude toward student involvement: To Task Force members, involvement means contributing to their own education, not dissenting from it. (JLN) ■

items

1971 STATE FAIR PARTICIPATION INVITED

Continuing the "Schools in the Seventies" theme begun last year, the State Department of Public Instruction will feature live activities in its 1971 State Fair exhibition. Under a geodesic dome, kindergarten classes, students engaged in various courses of occupational education, live television, communications centers, and other phases of school activity from kindergarten through senior high school will be seen in action by State Fair visitors.

School systems are invited to participate, along with the more than 150 SDPI personnel who will be involved in planning and preparation. School groups, including student organizations, should submit ideas for the "Schools in the Seventies" exhibit by September 1 to Tom I. Davis, co-ordinator.

WAYNE CONDUCTS MANNERS, MORALS PROGRAM

Junior high school girls, parents, and educators in Wayne County recently heard Mrs. Jeanne Swanner Bowline, Miss North Carolina of 1964, discuss manners, morals, and related topics.

The girls, according to Mrs. Bowline, most often wanted to know how they can get the respect of boys. Her response was that a girl must command respect to earn respect, and that respect applies not only to boys, but to parents and teachers, as well. Girls, she said, need to set goals and know where they are going. Dating brings new responsibilities that place decisions directly on the girl.

To the question, "Do teenagers today have the same feelings and emotions as those of their parents?" she answered, "Yes, but not the same problems." At age 13, she noted, she did not have to decide about smoking, drinking, premarital sex, and the use of drugs because these things were not widely indulged in them.

The biggest problem in this country, Mrs. Bowline concluded after extensive talks with Wayne students, is sex – not drugs. She referred particularly to their many questions about premarital sex, pregnancies, abortions, venereal disease, and so forth, and recommended a continuing program of sex education in the county's schools, churches, and community organizations and agencies. Mrs. Bowline felt that sex education programs conducted outside the home are better received by students.

The Wayne Schools Morals and Manners Committee responsibile for planning the consultations led by Mrs. Bowline is now arranging similar sessions, with other resource persons as leaders.

KINDERGARTEN, EARLY CHILDHOOD INSTITUTES PLANNED

Throughout July and August, training institutes for some 800 teachers and other personnel who are, or will be, working in the State's early childhood education programs will be held in all eight educational districts. Each participating school will send a team of staff members, rather than an individual, so that local application of what is learned will be easier and quicker.

According to James W. Jenkins, the State Department of Public Instruction's special assistant for early childhood education, consultants from across the nation will train the staff members who will lead the institutes. Jenkins explains that the sessions are designed to combine practicum with theory and that activities with children will be available at all eight institutes.

"The main theme," Jenkins notes, "is to combine early childhood and special education children in an open classroom environment. The open class concept, with its various interest centers for the 5- to 8-year-old children, is the key to learning. Through this developmental approach, a child who is attracted to a science interest center, for example, can achieve reading skills as an outgrowth of his special interest."

Cosponsoring the institutes are the State Department of Public Instruction and the Learning Institute of North Carolina, in addition to school units and universities.

NATIONAL MARINE SCIENCE CONFERENCE GOES TO CARTERET

Will Hon, project director of the ESEA (Elementary and Secondary Education Act) Title III Marine Science Project in Carteret County, is hosting the fourth annual National Marine Science in Education Conference June 8-10. The conference has been held for the past three years on Catalina Island, Calif. Now participants have agreed to locate the conference on the West Coast for even-numbered years and on the East Coast on alternate years.

Ronald B. Linsky, a Title III project director in Orange County, Calif., initiated the first conference in 1968 to give scientists and educators the opportunity of sharing their experiences in the field of marine science. Around 100 have participated during each of the past two years.

This year the conference will be held in the John Yancey Motel on Atlantic Beach as a part of North Carolina Marine Science Week, June 7-11. Some 125 participants from Texas to Maine will register for the conference. Dr. Arthur W. Cooper, professor of botany at North Carolina State University, will open the conference with a discussion of the "Potential of Coastal Environment as Classrooms." The program will then proceed with two main purposes: sharing information on basic coastal ecology, and acquainting teachers with the resources available on the subject. The program will be aimed specifically at helping secondary school and small college teachers who desire more practical preparation in their area of teaching.

Another feature of the conference will be exhibits of marine science equipment and supplies. Hon has also arranged for over 50 of the best marine science films from all sources to be available for preview, night and day, in 2 projection rooms. All available marine science publications and mimeographed materials which might be of help to teachers will also be on display.

SUPERINTENDENTS CONFERENCE PLANNED

Again this year, the annual Superintendents Conference will take place at the Timme Plaza in Wilmington. Assistant superintendents will meet July 18-21; superintendents, July 21-24. Representatives of the American Management Association are planning the program.

AVA SELECTS NORTH CAROLINA PRESIDENT

T. Carl Brown, consultant in the State Department of Public Instruction's Division of Occupational Education, was recently elected president of the American Vocational Association. Brown is the first Tar Heel to hold the top elective office of the 45,000-member organization.

MANAGEMENT INFORMATION SYSTEMS DIVISION ORGANIZED

Only a few months old, the Division of Management Information Systems of the State education agency is busily engaged in continuing efforts to cut down on the duplication of information that eventually finds its way from North Carolina's public schools and community colleges to the State-level offices.

Director Alan T. Hill says the Division's primary goal is to collect data only one time and store it in a computer system. "We're hoping to cut down drastically on the present duplication that requires schools to enter the same information on more than one report to the State offices," says Hill. "We should all be seeing some results in the next year or so, although there will probably still be some overlapping of information."

Part of the initial responsibility of the Division staff is to design criteria for an information system and order the appropriate equipment. Hill reports that development of the system is well under way.

PHYSICAL FITNESS DEMONSTRATION CENTERS TO BE SELECTED

The President's Council on Physical Fitness and Sports has invited all states to participate in a cooperative Physical Fitness Demonstration School Project. Purpose of the venture is to select and recognize elementary and secondary schools that offer sound, comprehensive programs of health, physical education, and recreation which give emphasis to physical fitness.

Norman Leafe, director of the Division of Health, Safety, and Physical Education for the State Department of Public Instruction, says he believes there are physical education programs in North Carolina that could qualify as demonstration centers and are worthy of this kind of distinction.

To qualify as a demonstration center, a school must meet four basic requirements set by the President's Council, as well as additional requirements established by the State. The Council's criteria include (1) periodic health appraisals for all pupils, (2) identification of the physically underdeveloped pupil and provisions for alleviating his problems, (3) periodical administration of physical achievement tests to evaluate and motivate pupil progress, and (4) provision of a daily period of physical education emphasizing physical fitness for all pupils.

Copies of North Carolina's additional criteria and other details about the project are available to interested principals from Floyd M. Woody, State Coordinator, Physical Education Demonstration School Project, State Department of Public Instruction, Raleigh, North Carolina 27602.

MEDIA INSTITUTES DESIGNED TO INCREASE LOCAL PROFICIENCIES

SDPI's Division of Educational Media is again sponsoring two 4-week institutes to increase professional competence in the design, production, management, and evaluation of nonprint materials. These institutes, to be held in Kinston and Hickory, are funded by the U. S. Office of Education. They will be conducted concurrently from June 14 through July 9, 1971, and will each serve 36 participants. Each participating school will send a team, consisting of its principal and a librarian.

During the 1971-72 school year, the institute participants will conduct a local workshop for approximately 30 staff members from their school administrative unit.

DRUG EDUCATION PROJECTS UNDERWAY

North Carolina educators who met in Chapel Hill last summer for the State Department of Public Instruction's Teacher Drug Education Project will regroup this summer at three regional meetings. Bob Frye, the project's director for the Division of Health, Safety, and Physical Education, notes that the participants will try to assess what has already been done and what needs to be done, as well as to update their legal and pharmacological knowledge of the drug abuse problem. Dates and locations of the regional sessions will be as follows: June 7 and 8, East Carolina University, Greenville; June 10 and 11, University of North Carolina at Greensboro; June 14 and 15, University of North Carolina at Asheville.

Among the many local drug information projects that have been carried out across the State during the school year are an English class project at Burgaw High School in Pender County and a drug education program at Roanoke Rapids High School. The Burgaw ninth graders, under the guidance of Mrs. Lillie M. Dumas, their teacher, devoted an eight-week unit of English study to extensive reading and letter-writing campaigns and visits to area health centers as they accumulated information about the current drug problem. As their class study was ending, the Pender County Fair was opening. The class exhibited its project work, won a first prize premium, and spent the money on a set of colored slides of the project items which is being used in presentations before area organizations. Since the students serve as narrators, public speaking skills, as well as skills involved in writing, interviewing, and research have been well exercised.

The Roanoke Rapids project, which included a drug clinic with professional health consultants and faculty in-service follow-up sessions, was largely coordinated by a local committee. Cooperation from community newspaper and radio station personnel, working with school officials and other interested adults, helped make the project successful. Among student activities was the showing of a film called *Narcotics: Pit of Despair*, the story of a teenaged boy who becomes hopelessly addicted to drugs through a process of graduated experimentations. Students were encouraged to be concerned enough for each other to help friends who need professional help get it.

Occupational Educational Needs

B-BUDGET NEEDS OF OCCUPATIONAL EDUCATION FOR 1971-73 BIENNIUM:

a. $9,306,388, to provide approximately 529 additional teachers for the regular program of occupational education and 40 additional local directors of occupational education. If current trends in programs continue, teaching positions would be for the following program areas:

260	teachers for trade and industrial education (such courses as carpentry, brick-masonery, electricity, graphics and industrial communications, etc.)
110	teachers for business and office education (such courses as secretarial, bookkeeping, data processing, etc.)
80	teachers for distributive education
50	teachers for occupational home economics
29	teachers for other programs
529	

These teachers could provide training for an additional 60,000 children. This would mean that approximately 70.5 percent of the children in grades 9-12 would be receiving occupational education by the 1972-73 school year. This shows an increase of 16.8 percent, up from 53.7 percent in 1969-70.

b. $4,000,000, to provide additional funds for middle grade projects in occupational education to reach an additional 40,000 children, for a total of 80,000 children with "A" and "B" budgets.

c. $275,000, to provide additional teacher training in occupational education.

d. $828,000, to provide teaching materials in areas of occupational education.

e. $2,300,000, to assist the counties and cities in providing adequate equipment for an expanded program of vocational education in the high schools.

f. $242,149, to improve State services in occupational education.

OCCUPATIONAL EDUCATION STATISTICS

1. 1969-70: 53.7 percent (191,770) of the students in grades 9-12 were enrolled in occupational education (9-12 total school enrollment 357,075). By 1977, there should be 80 percent enrolled in occupational education to meet labor demands.
2. 1969-70: 20.9 percent of the high schools in N. C. offered 4 or more occupational education programs.
3. 1969-70: 2,798 occupational education teachers. By 1977, there should be approximately 4,800.
4. 104,660 youngsters in the fifth grade in 1963 in public schools should have graduated in 1970. Only 67,564, or 64.4 percent, did graduate. Of this 64.6 percent, only 58.96 percent went on to any type of further education or training.
5. Current counselor/student ratio:

   Grades 1-6: one counselor for each 8,538.
   Grades 7-12: one counselor for each 663.
6. For every $1,000 invested in an individual for occupational education, his return during his working lifetime can be between $35,000 to $45,000.
7. During the 1970-71 school year, approximately 68,580 students belonged to the 5 occupational education youth organizations – DECA, FBLA, FFA, FHA, and VICA.
8. 1970-71: There were 3,349 teachers, not including handicapped or Part G (cooperative work-school programs).
9. 1970-71: There were 221,197 students enrolled – including regular programs, middle grades, handicapped, disadvantaged, and Part G.